

**WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION**

DATE: June 22, 2015

TOPIC/PROPOSAL:

Approval of K-12 Physical Education Curriculum

BACKGROUND INFORMATION:

Over the past year and a half, numerous staff members have worked to develop a written curriculum that aligns with the most current educational standards for music and the Marzano Teacher Evaluation Model adopted by the district. In addition and most important, teachers and leadership placed an emphasis on developing curriculum that is rigorous and relevant for students.

The K-12 Physical Education Curriculum is attached.

INSTRUCTIONAL IMPACT/RATIONALE:

The revised K-12 Physical Education Curriculum will better enable our students to apply their skills and knowledge of physical education to live safe and healthy lifestyles.

CSIP/DISTRICT GOAL ADDRESSED:

* WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.

*WGSD will make a positive impact on the world by being a model for teaching, learning and practicing sustainability.

FISCAL NOTE:

No increase in FTE.

ADMINISTRATIVE RECOMMENDATION:

- **Action Requested:** X
- **Information:** _____
- **Proposed Motion for Approval (if applicable):**

I move that the Board of Education adopt the K-12 Physical Education Curriculum for the 2015-16 school year.

PREPARED BY: John Simpson

Motion: _____

Second: _____

Board Vote: ___(yes) ___(no) ___(abstain) ___(Consent Agenda)

Standards: The physical education curricula was aligned to the latest version of standards including the Missouri Learning Standards and the National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

Rationale: It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries of the school, that interest, relevance, and value are maximized.

The learning goals were developed with the unique needs of learners in mind based on the Show Me Standards for Health and Physical Education and the National Association for Sport and Physical Education National Standards and Grade-Level Outcomes. In physical education, students actively engage, and learn to engage on their own, in a variety of activities that promote safe and healthy lifestyles. A priority is placed on their acquisition of information and skills related to physical fitness, nutrition, collaboration, and social/emotional development.

Course Changes: There are no changes to the course offerings at this time.

Items of note: The following is an item of note regarding the physical education curricula:

- Due to some skills being learned and developed over numerous years, some learning goals and proficiency scales are the same across multiple grade levels.



K-12 Physical Education Curriculum

Presented to the Board of Education on
Monday, June 22, 2015

As a learning community, the Webster Groves School District will lead in purposeful innovation that challenges each of us to discover and pursue our passions and make a positive impact on the world.

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Rationale for Curriculum

It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries of the school, that interest, relevance, and value are maximized.

The learning goals were developed with the unique needs of learners in mind based on the Show Me Standards for Health and Physical Education and the National Association for Sport and Physical Education National Standards and Grade-Level Outcomes. In physical education, students actively engage, and learn to engage on their own, in a variety of activities that promote safe and healthy lifestyles. A priority is placed on their acquisition of information and skills related to physical fitness, nutrition, collaboration, and social/emotional development.

Process of Curriculum Review Leading to Board Approval

Review Checklist for Draft Phase One (curriculum coordinator and/or high school designee):

- The curriculum which includes learning goals and proficiency scales is written using the district template.
- Learning goals are priority, transferable understandings and skills relevant for students within and across disciplines and situations.
- Cultural relevance is evident in the learning goals and/or proficiency scales when applicable (in curriculum, always applicable in design of learning).
- Approximately 8-11 learning goals are created per semester per course or content. *There may be a good reason for more or less.*
- Learning goals are aligned to “governing” curriculum standards.
- Approximately 2-4 sample learning targets are included for each learning goal (optional).
- Proficiency scales clearly articulate a progression of learning with the learning goals and can be understood by students, staff, and families.
- On the proficiency scale:
Level 4: Includes the statement, “Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.”(Examples may be included).

Level 3: Student demonstrates mastery with the learning goal as evidenced by...(GRADE LEVEL/COURSE CURRICULUM EXPECTATION)

Level 2: Student demonstrates he/she is nearing the learning goal by...and includes identification of the “discipline- specific vocabulary” directly tied to the learning goal.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by...

- The curriculum is well-written and in the present tense.
- The content, vocabulary, and language are aligned across grade levels and/or courses (if applicable and by curriculum coordinator).

Review Checklist for Draft Two (Reviewers: Gabrielle Corley or John Simpson)

- The curriculum is written in a manner consistent with district expectations. The “style sheet” will be used to provide feedback.
- The curriculum is written with appropriate conventions and tense. The content and language are aligned across grade levels and/or courses. While the reviewers will examine the vertical progression of the curriculum, they will rely heavily on those developing the curriculum.

Review Checklist for Final Draft (John Simpson)

- If the curriculum is written in a manner consistent with district expectations, it's taken before the CCC for feedback and then the board of education for approval.
- The curriculum is put into digital form following board approval.

WGSD Curriculum – Locomotor Skills/Physical Education/Kindergarten

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A Kindergarten (HM-1A-K)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

Proficiency Scale

4: In addition to score 3.0 performance, Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating some of the locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding with some or little help from the teacher.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as walk, run, leap, jump, jog, slide, gallop, skip.
- performing processes such as: describing how to perform some of the locomotor skills.

1: Student demonstrates limited understanding or skill with the learning goal by: completing the movements using incorrect form even with help from the teacher.

WGSD Curriculum – Locomotor Skills/Physical Education/Kindergarten

DRAFT 3

Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

WGSD Curriculum – Locomotor Skills/Physical Education/First Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A First grade (HM-1A-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating all of the locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding using correct form and while changing levels, directions, and speed.
- 2: Student demonstrates he/she is nearing proficiency by: demonstrating correct form in at least 5 of the locomotor skills.
- recognizing and recalling specific vocabulary such as walk, run, leap, jump, jog, slide, gallop, skip, changing directions, levels, and speed.
 - performing processes such as: recalling the proper steps needed to complete each locomotor skill.
- 1: Student demonstrates limited understanding or skill with the learning goal by: completing the movements using incorrect form while changing levels, directions, or speed even with help from the teacher.

WGSD Curriculum – Locomotor Skills/Physical Education/First Grade

DRAFT 3

Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

WGSD Curriculum – Locomotor Skills/Physical Education/Second Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1A Second Grade (HM-1A-2)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to understand the proper steps needed to perform a skill correctly.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating correct form in all locomotor skills of walking, hopping, jumping, leaping, skipping, jogging, galloping, and sliding in a low-organized game.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as movement skills, locomotor skills, patterns, levels, directions, pathways.
- Performing processes such as: demonstrating correct form in all locomotor skills in a non-game setting

1: Student demonstrates limited understanding or skill with the learning goal by: performing the locomotor movement using incorrect form individually or in a game setting even with help from the teacher.

WGSD Curriculum – Locomotor Skills/Physical Education/Second Grade

DRAFT 3

Learning Targets

- Hop – move up and down off the ground using one foot
- Jump – move up and down off the ground using both feet
- Leap – take off on one foot and land on the other foot
- Skip – step, hop, step, hop, altering your feet
- Walk - one foot in front of the other with at least one foot always on the ground
- Jog/Run - one foot in front of the other at a faster pace with a period of flight
- Gallop – step, slide, step, slide with one foot continuously leading as you face and move forward
- Slide – step, slide, step, slide moving sideways

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Kindergarten-First Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Physical Activity and Lifetime Wellness 3A Kindergarten- First Grade (PA3AK-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- using and manipulating rhythmic equipment.
- following the proper steps to complete a rhythmic activity.
- performing a teacher led dance.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as beat, personal space, self control.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Kindergarten-First Grade
DRAFT 3

Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Second Grade- Third Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

Standard 1: demonstrates competency in a variety of motor skills and movement patterns.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principals of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • creating a rhythmic pattern using fundamental manipulative skills. • demonstrating basic rhythmic skills to music. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as beat, rhythm, self control, personal space. • performing processes such as: <ul style="list-style-type: none"> ○ describing how to perform basic rhythmic skills. ○ performing a rhythmic pattern without staying with the beat. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Second Grade- Third Grade
DRAFT 3

Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Fourth Grade-Fifth Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principals of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- creating simple rhythmic routines using fundamental skills individually or with others.
- demonstrating basic rhythmic skills in sequence with the music.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as beat, rhythm, coordination.
- performing processes such as: describing how to perform basic rhythmic skills individually or with others.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Fourth Grade-Fifth Grade
DRAFT 3

Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Fitness Concepts/Physical Education/Kindergarten-First Grade- Second Grade DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1C First Grade (HM-1C-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to describe basic principals of a healthy lifestyle.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- associating a fast heartbeat, heavy breathing, and perspiration with exercise.
- recognizing healthy and unhealthy choices.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as heartbeat, exercise, healthy choices.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Fitness Concepts/Physical Education/Kindergarten-First Grade- Second Grade
DRAFT 3

Learning Targets

Healthy food choices
Unhealthy food choices
Exercises

WGSD Curriculum – Fitness Concepts/Physical Education/Third Grade- Fourth Grade-Fifth Grade
DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to describe basic principals of a healthy lifestyle.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- understanding how the circulatory and respiratory systems relate to physical activity.
- understanding the benefits of fitness testing and goal setting.
- demonstrating an understanding of Choose My Plate and a healthy life style choices.

2: Student demonstrates he/she is nearing proficiency by: recognizing and recalling specific vocabulary, specific to Choose My Plate, the circulatory system, the respiratory system, and fitness.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Fitness Concepts/Physical Education/Third Grade- Fourth Grade-Fifth Grade
DRAFT 3

Learning Targets

Choose My Plate

Nutrition

Exercise

Fitness Concepts

Warm up

Cool down

WGSD Curriculum – Manipulative Skills/Physical Education/Kindergarten- First Grade
DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating gross motor skills while manipulating equipment.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary specific to the manipulative skill.
- performing processes such as: recalling the proper steps needed to complete a specific skill correctly.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Kindergarten- First Grade
DRAFT 3

Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Manipulative Skills/Physical Education/Second Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

- 4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating gross manipulative skills using equipment the direction of a partner or target.
- 2: Student demonstrates he/she is nearing proficiency by:
- recognizing and recalling specific vocabulary specific to the manipulative skill.
 - performing processes such as:
 - recalling the proper steps needed to complete a specific manipulative skill.
 - demonstrating gross and fine manipulative skills without accuracy.
- 1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Second Grade

DRAFT 3

Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Manipulative Skills/Physical Education/Third Grade- Fourth Grade- Fifth Grade DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1C Fourth Grade (HM1C4)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- applying gross manipulative skills using equipment during games and activities.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary specific to the manipulative skill.
 - recalling the proper steps needed to complete a specific manipulative skill.
 - demonstrating locomotor and non locomotor manipulative skills without consistency.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Third Grade- Fourth Grade- Fifth Grade
DRAFT 3

Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Kindergarten- First Grade- Second Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1F kindergarten and first grade (HM1-F-K-1)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to participate in a variety of games while demonstrating cooperation, sportsmanship, and fair play.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating cooperation when working in small groups or with a partner to accomplish an objective.
- taking turns with teammates or partners.
- valuing and encouraging teammates and opponents.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as share, take turns, kind words, fairness, honesty, good sportsmanship.
- performing processes such as:
 - recalling how to treat others when working in a group or with a partner.
 - recognizing supportive words and actions .

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Kindergarten- First Grade- Second Grade

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	1: Student demonstrates limited understanding or skill with the learning goal.
<p style="text-align: center;"><u>Learning Targets</u></p> <p>Small sided games</p> <p>Tag games</p> <p>Low organized games</p> <p>Team building activities</p>	

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Third Grade- Fourth Grade-Fifth Grade

DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to participate in a variety of games while demonstrating cooperation, sportsmanship, and fair play.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • using supportive words and actions during games and activities. • communicating with teammates to accomplish an objective during games and activities. • accepting individual skill differences. • demonstrating good sportsmanship through being a “good winner” and a “good loser”. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as sportsmanship, teamwork, supportive, communicate. • performing processes such as: describing what cooperation, teamwork and sportsmanship look like during a game setting. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Third Grade- Fourth Grade-Fifth Grade

DRAFT 3

Learning Targets

Small sided games

Tag games

Low organized games

Team building activities

Lead up games

Sport specific skills

WGSD Curriculum

Physical Education

Course: Physical Education

Grade Level: Sixth

LG 1 Teamwork

HIGH PRIORITY STANDARDS

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

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

LEARNING GOAL

Students will be able to work with others on a common goal.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Cooperating with a group of classmates in activities such as games, team sports, or team-building.
- Demonstrating good sportsmanship.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: cooperation, respect, common goal, sportsmanship.
- Performing processes such as:
 - Identifying character traits needed for successful team play and competition.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

WGSD Curriculum
Physical Education

LEARNING TARGETS

Students know how to:

- Participate in various games and activities demonstrating good sportsmanship.
- Follow teacher directions to ensure the safety of all students.
- Participate in a variety of game situations and activities applying cooperative skills.
- Students will demonstrate knowledge related to health-related fitness includes muscular strength, endurance, body composition, flexibility, and cardiovascular fitness.

**WGSD Curriculum
Physical Education**

Course: Physical Education
Grade Level: Sixth
LG 2 Fitness and Wellness

HIGH PRIORITY STANDARDS

Show-Me Standard #4: In Health & Physical Education, students in Missouri Public Schools will acquire a solid foundation which includes knowledge of principle of movement and physical fitness

LEARNING GOAL

Students will understand the principles of fitness that are part of achieving and maintaining a healthy life.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying knowledge of fitness principles such as balance, movement, and endurance, to sports and games.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: goals, cardiorespiratory fitness, strength, balance, endurance, movement, flexibility.
- Performing processes such as:
 - Identifying the benefits of personal fitness and exercise.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

LEARNING TARGETS

Students know how to:

- Demonstrate knowledge related to health-related fitness includes muscular strength, endurance, body composition, flexibility, and cardiovascular fitness.

**WGSD Curriculum
Physical Education**

Course: Physical Education

Grade Level: Sixth

LG 3 Sports Skills

HIGH PRIORITY STANDARDS

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

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

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

Show-Me Standard #4 – In Health/Physical Education, students in Missouri Public School will acquire a solid foundation which includes knowledge principles of movement and physical fitness

LEARNING GOAL

Students will understand the techniques, strategies, and rules of a variety of team, dual, and individual sports.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying elements of movement and performance to various activities.
- Using the correct rules and strategies for the sport being played.
- Applying safety principles and skill development in activities such as team, dual and individual sports.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: mechanics, focus, coordination, strategies.
- Performing processes such as:
 - Demonstrating movements that require focus, attention and good mechanics.
 - Identifying rules and scoring for various games and sports.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

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Physical Education**

LEARNING TARGETS

Students know how to:

- Utilize throwing, catching and ball skills in a variety of activities and lead-up and small-sided games, conscious of proper technique.
- Follow teacher directions to ensure the safety of all students.
- Participate in a variety of game situations and activities applying learned skills.
- Demonstrate appropriate sportsmanship.

WGSD Curriculum

Physical Education

Course: Physical Education
Grade Level: Seventh - Eighth
LG 1 Responsibility

HIGH PRIORITY STANDARDS

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

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

Show-Me Standard #2 - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

LEARNING GOAL

Students will be able to communicate effectively with others to promote respect and conflict resolution.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Providing support or positive suggestions to facilitate group progress or success.
- Contributing to the success of the team.
- Resolving conflict with sensitivity to the rights and feelings of others.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as:
- Performing processes such as:
 - Identifying ways the group can progress or achieve success.
 - Recognizing opportunities to show respect for individual similarities and differences.
 - Demonstrating good sportsmanship

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Physical Education

LEARNING TARGETS

Students know how to:

- Exhibit appropriate verbal and physical expressions during participation in learning activities and performances, sportsmanship, enthusiasm, satisfaction of performances, and appropriate conflict resolution.
- Participate in a group setting with students of similar and different skill level, knowledge base, gender, and ethnicity
- Recognize causes and demonstrates possible solutions to issues related to a physical activity setting.

WGSD Curriculum

Physical Education

Course: Physical Education

Grade Level: Seventh - Eighth

LG 2 Prevention and Safety

HIGH PRIORITY STANDARDS

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

Show- Me Standard #4 - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles of movement and physical fitness

LEARNING GOAL

Students will be able to safely play and enjoy sports activities.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying safety guidelines and techniques while engaging in sports activities.
- Participating in the necessary warm-up, stretching, and cool-down procedures for the sport being played.
- Explaining the various safety concerns presented by different physical settings, such as the track, gym, or ball fields.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: warm-up, cool-down, stretch, gear, equipment
- Performing processes such as:
 - Identifying reasons for warm-up, cool-down, and stretching procedures.
 - Wearing correct attire for the sport being played.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LEARNING TARGETS

Students know how to:

- Recognize causes and demonstrate possible solutions to issues related to safe practices within the physical activity setting.
- Discuss and recognize that different physical settings (gym, track, outdoor fields) each have unique safety concerns and be able identify safe practices that apply to those settings.
- Appropriate participation in activities that prepare the student for physical activity (warm-ups, stretching, and cool-downs).
- Wearing appropriate attire for physical activity is necessary for safety, movement efficiency purposes, and hygiene.

WGSD Curriculum

Physical Education

Course: Physical Education

Grade Level: Seventh-Eighth

LG 3 Sports Skills

HIGH PRIORITY STANDARDS

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

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

Show-Me Standard #4 - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge principle of movement and physical fitness.

LEARNING GOAL

Students will be able to participate in a variety of team, individual, and dual sports.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Explaining the history, rules, and principles of a variety of sports such as softball, volleyball, gymnastics, or tennis.
- Analyzing the play of an opponent and applying defensive and offensive techniques and strategies.
- Applying terminology, scoring, etiquette and game rules for specific sports.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: etiquette, player position, technique, strategies, tactics, cooperation, competition, rules specific to the sport.
- Performing processes such as:
 - Demonstrating increasing levels of competence in a game.
 - Identifying offensive and defensive strategies in a game setting.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LEARNING TARGETS

Students know how to:

- Demonstrate application of terminology, scoring, rules of play, skill-techniques, etiquette, safety principles and basic intermediate strategies for the sport units covered in the instructional program.
- Analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports.
- Discover the history and role of games and sports.

WGSD Curriculum

Physical Education

Course: Physical Education
Grade Level: Seventh-Eighth
LG 4 Fundamental Movement

HIGH PRIORITY STANDARDS

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

Show-Me Standard #4 - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge principle of movement and physical fitness.

LEARNING GOAL

Students will be able to apply critical elements of movement to various activities

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Combining complex movement patterns into rhythmic sequence individually and with others.
- Applying the ability to detect, analyze, and correct errors in personal movement patterns.
- Creating and performing rhythmic and movement activities.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: traveling, rolling, balance, weight transfer, sequence, locomotor, non-locomotor, tempo, beat of the music and/or rhythm pattern.
- Performing processes such as:
 - Recognizing rhythmic sequences.
 - Applying basic movement skills to activities.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LEARNING TARGETS

Students know how to:

- Demonstrate skills that combine complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group.
- Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness skills, track and field, dance).

WGSD Curriculum Physical Education

Course: Physical Education
Grade Level: Seventh-Eighth
LG 5 Fitness and Wellness

HIGH PRIORITY STANDARDS

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

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

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

Show-Me Standard #2: In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

Show-Me Standard #4: In Health & Physical Education, students in Missouri Public Schools will acquire a solid foundation which includes knowledge of principle of movement and physical fitness

LEARNING GOAL	PROFICIENCY SCALE
<p>Students will understand the principles of fitness that are part of achieving and maintaining a healthy life.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● Performing activities that illustrate fitness principles such as agility, speed, and endurance. ● Self-monitoring levels of physical activity using information from different sources. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ● Recognizing and recalling specific vocabulary, such as: body composition, reaction time, pedometer, heart rate. ● Performing processes such as: <ul style="list-style-type: none"> ○ Identifying ways to monitor personal fitness.

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Physical Education

o Performing physical fitness skills to improve personal health.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

LEARNING TARGETS

Students know how to:

- Perform fitness related activities that include coordination, agility, balance, power, speed and reaction time.
- Demonstrate knowledge related to health-related fitness includes muscular strength, endurance, body composition, flexibility, and cardiovascular fitness.
- Evaluate personal needs and set realistic goals for improving physical activity participation and achievement of goals.
- Set realistic goals utilizing assessment tools. (standardized testing, pedometers and heart rate monitors).

WGSD Curriculum
Physical Education

Course: Physical Education

Grade Level: 9-10

LG 1 Sportsmanship

High Priority Standards

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.

Learning Goal	Proficiency Scale
Students will understand the personal and social responsibility of sportsmanship.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Leading other students within the framework of a team.● Sharing the responsibility when playing a team sport. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: fitness, weight control and heart rate, lunges, flexibility, overload, cardiovascular exercise, sportsmanship, peer teaching, team leadership, competition, social behavior.● Performing processes such as:<ul style="list-style-type: none">○ Following other team member’s lead within the framework of a team.○ Resolving conflicts in a respectful manner.

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Physical Education

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Learning Targets

Students Know How To:

- Cooperate with each other and encourage good sportsmanship during competition.
- Apply peer teaching techniques to assist other students at different skill levels.
- Comprehend a variety of individual and team sports and be able to apply this knowledge to be a productive member of society.
- Explain the role of regular physical activity in relation to personal health.

WGSD Curriculum
Physical Education

Course: Physical Education

Grades: 9-10

LG 2 Health Concepts

High Priority Standards

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

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

Learning Goal	Proficiency Scale
Students will understand health-related fitness concepts and skills.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Creating a personal fitness plan.● Applying the principles of fitness, such as balance and endurance, to sports and games. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: Fitness, balance, flexibility, strength and endurance.● Performing processes such as:<ul style="list-style-type: none">○ Identifying activities that contribute to overall fitness and health.○ Recognizing the skills needed for a variety of sports.

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Physical Education

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Learning Targets

Students Know How To:

- Apply skills with a variety of equipment for different sports.
- Comprehend offensive, defensive and cooperative strategies in a variety of sports.
- Create a personal fitness plan that improves personal fitness through sports.

WGSD Curriculum
Physical Education

Course: Physical Education

Grade Level: 9-10

LG 3 Techniques

High Priority Standards

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

Learning Goal	Proficiency Scale
The student will understand techniques, strategies and rules of a variety of fitness activities.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining rules of fitness activities, such as team sports, strength training, or individual exercises.● Explaining strategies that apply to a variety of sports, such as offensive, defensive and cooperative strategies. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: technique, strategy, game rules and violations.● Performing processes such as:

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Physical Education

- Completing a variety of fitness tests, such as strength, speed, and skill.
- Identifying components of personal fitness that can improve through exercise.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Demonstrate a functional understanding of a range of techniques, strategies and rules necessary to participate in a variety of team sports.
- Improve personal fitness through the application of these techniques, strategies and rules.
- Analyze rules and terminology of a variety of team sports and improve participation in team sports outside of the classroom.

WGSD Curriculum
Physical Education

Course: Introduction to Athletic Training

Grade Level: 10-12

LG 1 Injury/Illness Prevention

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 2: Prevention

The Athletic Trainer understands and uses preventative measures to ensure the highest quality of care for every patient.

Learning Goal	Proficiency Scale
<p>Students will understand fundamental injury/illness prevention.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">● Explaining the concepts of injury/illness prevention techniques.● Applying knowledge of basic taping and wrapping techniques on various lower extremity injuries.● Determining risks associated with environmental conditions to ensure safe athletic participation.● Differentiating between proper and inappropriate medications for use by athletes. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: sprain, strain, dislocation, subluxation, tendinitis, valgus, varus, and contusion.● Performing processes such as:<ul style="list-style-type: none">○ Identifying the appropriate training and conditioning methods and equipment used for various sports.

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Physical Education

- Identifying the basic concepts of taping, wrapping, and injury/illness prevention techniques.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Develop injury/illness prevention techniques to minimize the risk of athletic injury.
- Investigate appropriate training and conditioning methods and equipment used for various sports.
- Identify risks associated with environmental conditions to ensure safe participation.
- Differentiate proper and inappropriate medications for use by athletes.
- Apply basic taping and wrapping techniques commonly used in the care of lower extremity injuries.

WGSD Curriculum
Physical Education

Course: Introduction to Athletic Training

Grade Level: 10-12

LG 2 Clinical Evaluation and Diagnosis

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 4: Clinical Evaluation and Diagnosis

Prior to treatment, the Athletic Trainer assesses the patient's level of function. The patient's input is considered an integral part of the initial assessment. The Athletic Trainer follows standardized clinical practice in the area of diagnostic reasoning and medical decision making.

Learning Goal	Proficiency Scale
Students will understand fundamental clinical evaluation and diagnosis.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the specific mechanical forces that cause skin, internal soft-tissue, synovial joint, and bone injuries.● Applying medical terminology and anatomy.● Determining the biomechanics and kinesiology of specific lower extremity injuries.● Differentiating signs/symptoms, causes/complications, and treatments for commonly encountered athletic related injuries/illnesses. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: dorsal, posterior, ventral, anterior, medial, lateral, proximal, distal, dorsum, volar, palmar, plantar, flexion, extension, abduction, adduction, internal (medial) rotation, external (lateral)

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rotation, dorsiflexion, plantarflexion, inversion, eversion, pronation, supination, and circumduction.

- Performing processes such as:
 - Identifying subjective, objective, assessment, and plan aspects of injury diagnosis.
 - Identifying the basic concepts involved in taking a clinical evaluation.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Identify basic medical terminology and apply it to commonly encountered athletic related injuries and illnesses
- Identify the mechanism of injury for various lower extremity injuries.
- Develop clinical evaluation skills to diagnosis athletic injuries.
- Describe the grading system for severity of injury.
- Define the signs/symptoms, causes/complications, and treatments for the compendium terms.
- Perform a field exam and take vital signs on an injured athlete.

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Physical Education

Course: Introduction to Athletic Training

Grade Level: 10-12

LG 3 Immediate and Emergency Care

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 3: Immediate Care

The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Learning Goal	Proficiency Scale
Students will understand fundamental immediate and emergency care.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Applying immediate emergency care techniques.● Performing an initial assessment of the athlete and basic CPR/First Aid.● Performing a secondary assessment and using the appropriate management strategies for various injuries/illnesses.● Assisting the certified athletic trainer at athletic events with practical application of immediate and emergency care. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: open/closed wound, seizure, asthma, shock, head trauma, environmental illness, diabetic shock, drug overdose, spinal cord injury, peripheral nerve injury, musculoskeletal injury, allergic reaction, thoracic injury, respiratory illness, internal organ injury, cervical

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Physical Education

spine stabilization, automated external defibrillator, splint, sling, unconscious, and spine board.

- Performing processes such as:
 - Identifying appropriate emergency management strategies such as splinting, RICE, controlling bleeding, spine boarding, wound management, and environmental illness protocol.
 - Accumulating at least 10 hours of practical experience with certified athletic trainer.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Recognize an emergency and take the appropriate action through check, call, care.
- Determine if the patient is unconscious, choking, or is not breathing and perform immediate emergency care.
- Prepare the AED for use by turning it on, applying the pads, and allowing it to deliver a shock safely.
- Review the emergency action plan for each athletic location at Webster Groves High School.
- Perform basic first aid techniques to increase the chance of survival and prevent further injury.

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Physical Education

Course: Introduction to Athletic Training

Grade Level: 10-12

LG 4 Treatment, Rehabilitation and Reconditioning

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 5: Treatment, Rehabilitation and Reconditioning

In development of a treatment program, the Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies.

Treatment program objectives include long- and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Assessment measures to determine effectiveness of the program are incorporated into the program.

Learning Goal	Proficiency Scale
Students will understand fundamental treatment, rehabilitation, and reconditioning after injuries..	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the physiological events that must take place during each phase of healing for all body tissue.● Describing the role appropriate therapeutic techniques play in returning an ill/injured athlete to full functional ability.● Determining the physiological basis and therapeutic uses of various types of modalities.● Differentiating the indications and contraindications for various therapeutic exercises. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: mechanical injury, agonist, antagonist, open kinetic chain, closed kinetic chain, isometric, isotonic,

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isokinetic, proprioception, proprioceptive neuromuscular facilitation, effusion, edema, ecchymosis, pain, passive range of motion, active range of motion, resistive range of motion, goniometer, modality, chronic, acute, repair, remodeling, atrophy, hypertrophy, hypoxia, arthrokinematics, and hydrocollator,

- Performing processes such as:
 - Identifying the rehabilitation and conditioning of the most common athletic musculoskeletal conditions affecting the foot, ankle, lower leg, knee, and thigh.
 - Identifying the factors that may impede the healing process.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Develop a rehabilitation and reconditioning protocol for an injured athlete.
- Investigate appropriate therapeutic techniques for decreasing pain and swelling.
- Identify appropriate therapeutic techniques for increasing range of motion, strength, proprioception, and functional abilities.
- Differentiate proper and improper techniques for rehabilitation exercises.
- Develop suitable short and long term rehabilitation goals.

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Physical Education

Course: Introduction to Athletic Training

Grade Level: 10-12

LG 5 Organization, Administration and Professional Development

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 7: Organization and Administration

All services are documented in writing by the Athletic Trainer and are part of the patient's permanent records. The Athletic Trainer accepts responsibility for recording details of the patient's health status.

Learning Goal	Proficiency Scale
<p>Students will understand fundamental organizational, administrative, and professional aspects of professional practice.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">● Explaining the role of the certified athletic trainer (ATC) within the sports medicine team.● Applying best evidence and the needs of the athlete to guide interactions with injured or ill athletes.● Determine the process for becoming an ATC including applying to an accredited college athletic training education program and certification/licensure requirements.● Differentiate between the various employment settings for an ATC and other allied health professions. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: treatment, electrotherapy, hydrotherapy, exercise rehabilitation, taping, physician exam room, records, facility coverage, pre-participation physicals, SOAP note, NATA, CAATE, BOC, ATC,

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CEU, budget, inventory, expendable, non-expendable, fixed, non-fixed, medical history, liability, negligence, tort, act of omission, act of commission, assumption of risk, and statute of limitation.

- Performing processes such as:
 - Identifying the appropriate sections that are included in designing an athletic training room.
 - Identifying the basic concepts of a SOAP note.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Design a functional model to scale of an athletic training room.
- Investigate the roles and responsibilities of the athletic trainer, team physician, and coach.
- Identify various ATC employment settings such as high school, college, professional, and clinical.
- Differentiate between the athletic training domains and the educational competencies.
- Identify how to search for accredited athletic training programs and future employment.

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Physical Education

Course: Advanced Athletic Training

Grade Level: 10-12

LG 1 Injury/Illness Prevention

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 2: Prevention

The Athletic Trainer understands and uses preventative measures to ensure the highest quality of care for every patient.

Learning Goal	Proficiency Scale
Students will understand fundamental injury/illness prevention.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the concepts of injury/illness prevention techniques.● Applying knowledge of basic taping and wrapping techniques on various upper extremity injuries.● Determine risks associated with environmental conditions to ensure safe athletic participation.● Differentiate between proper and inappropriate medications for use by athletes. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: sprain, strain, dislocation, subluxation, tendinitis, valgus, varus, contusion, origin, insertion, bursitis, hematoma, avulsion, tendinitis, apophysitis, fracture, myositis ossificans, tenosynovitis, concussion, second impact syndrome, post-concussion syndrome, epicondylitis, epiphyseal plate injury, , hyphema, and spondylolysis.

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Physical Education

- Performing processes such as:
 - Identifying the appropriate training and conditioning methods and equipment used for various sports.
 - Identifying the basic concepts of taping, wrapping, and injury/illness prevention techniques.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Develop injury/illness prevention techniques to minimize the risk of athletic injury
- Investigate appropriate training and conditioning methods and equipment used for various sports
- Identify risks associated with environmental conditions to ensure safe participation
- Differentiate proper and inappropriate medications for use by athletes
- Apply basic taping and wrapping techniques commonly used in the care of upper extremity injuries

WGSD Curriculum
Physical Education

Course: Advanced Athletic Training

Grade Level: 10-12

LG 2 Clinical Evaluation and Diagnosis

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 4: Clinical Evaluation and Diagnosis

Prior to treatment, the Athletic Trainer assesses the patient's level of function. The patient's input is considered an integral part of the initial assessment. The Athletic Trainer follows standardized clinical practice in the area of diagnostic reasoning and medical decision making.

Learning Goal	Proficiency Scale
Students will understand fundamental clinical evaluation and diagnosis.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the specific mechanical forces that cause skin, internal soft-tissue, synovial joint, and bone injuries.● Applying advanced medical terminology and anatomy.● Determining the biomechanics and kinesiology of specific upper extremity injuries.● Differentiating signs/symptoms, causes/complications, and treatments for commonly encountered athletic related injuries/illnesses. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: dorsal, posterior, ventral, anterior, medial, lateral, proximal, distal, dorsum, volar, palmar, plantar, flexion, extension, abduction, adduction, internal (medial) rotation, external (lateral) rotation, dorsiflexion, plantarflexion, inversion, eversion, pronation, supination,

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circumducion, subjective, objective, assessment, plan, inclinometer, manual muscle test, dermatomes, myotomes, reflexes, goniometry, lordosis, kyphosis, scoliosis and cranial nerves.

- Performing processes such as:
 - Identifying subjective, objective, assessment, and plan aspects of injury diagnosis.
 - Identifying the basic concepts involved in taking a clinical evaluation.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Use basic medical terminology and apply it to commonly encountered athletic related injuries and illnesses
- Identify the mechanism of injury for various upper extremity injuries.
- Develop an appropriate medical history and conduct a physical examination of various athletic injuries and illnesses.
- Establish a systematic process for evaluating concussions.
- Evaluate postural deformities of the spine.
- Demonstrate the proper test for each cranial nerve, dermatome, myotome, and reflex.
- Administer passive, active, and resistive range of motion tests including use of a goniometer, tape measure, and inclinometer.

WGSD Curriculum
Physical Education

Course: Advanced Athletic Training
Grade Level: 10-12
LG 3 Immediate and Emergency Care

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 3: Immediate Care

The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Learning Goal	Proficiency Scale
Students will understand fundamental immediate and emergency care.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Applying immediate and emergency care techniques.● Performing an initial assessment of the athlete and basic CPR/First Aid.● Performing a secondary assessment and using the appropriate management strategies for various injuries/illnesses.● Assisting the certified athletic trainer at athletic events with practical application of immediate and emergency care. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: open/closed wound, seizure, asthma, shock, head trauma, environmental illness, diabetic shock, drug overdose, spinal cord injury, peripheral nerve injury, musculoskeletal injury, allergic reaction, thoracic injury, respiratory illness, internal organ injury,

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Physical Education

cervical spine stabilization, automated external defibrillator, splint, sling, unconscious, and spine board.

- Performing processes such as:
 - Identifying appropriate emergency management strategies such as splinting, RICE, controlling bleeding, spine boarding, wound management, and environmental illness protocol.
 - Accumulating at least 10 hours of practical experience with certified athletic trainer.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Recognize an emergency and take the appropriate action through check, call, care.
- Determine if the patient is unconscious, choking, or is not breathing and perform immediate emergency care.
- Prepare the AED for use by turning it on, applying the pads, and allowing it to deliver a shock safely.
- Review the emergency action plan for each athletic location at Webster Groves High School.
- Perform basic first aid techniques to increase the chance of survival and prevent further injury.

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Physical Education

Course: Advanced Athletic Training

Grade Level: 10-12

LG 4 Treatment, Rehabilitation and Reconditioning

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 5: Treatment, Rehabilitation and Reconditioning

In development of a treatment program, the Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies.

Treatment program objectives include long- and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Assessment measures to determine effectiveness of the program are incorporated into the program.

Learning Goal	Proficiency Scale
Students will understand fundamental treatment, rehabilitation, and reconditioning of injuries.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the physiological events that must take place during each phase of healing for all body tissue.● Identify the role appropriate therapeutic techniques play in returning an ill/injured athlete to full functional ability.● Determine the physiological basis and therapeutic uses of various types of modalities.● Differentiate the indications and contraindications for various therapeutic exercises. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: mechanical injury, agonist, antagonist, open kinetic chain, closed kinetic chain, isometric, isotonic,

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isokinetic, proprioception, proprioceptive neuromuscular facilitation, effusion, edema, ecchymosis, pain, passive range of motion, active range of motion, resistive range of motion, goniometer, modality, chronic, acute, repair, remodeling, atrophy, hypertrophy, hypoxia, arthrokinematics, and hydrocollator,

- Performing processes such as:
 - Identifying the rehabilitation and conditioning of the most common athletic musculoskeletal conditions affecting the hand, wrist, forearm, elbow, shoulder, neck, head, thorax, abdomen and hip.
 - Identifying the factors that may impede the healing process.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Develop a rehabilitation and reconditioning protocol for an injured athlete.
- Investigate appropriate therapeutic techniques for decreasing pain and swelling.
- Identify appropriate therapeutic techniques for increasing range of motion, strength, proprioception, and functional abilities.
- Differentiate proper and improper techniques for rehabilitation exercises.
- Develop suitable short and long term rehabilitation goals.

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Physical Education

Course: Advanced Athletic Training

Grade Level: 10-12

LG 5 Organization, Administration and Professional Development

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 7: Organization and Administration

All services are documented in writing by the Athletic Trainer and are part of the patient's permanent records. The Athletic Trainer accepts responsibility for recording details of the patient's health status.

Learning Goal	Proficiency Scale
<p>Students will understand fundamental organizational, administrative, and professional aspects of professional practice.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">● Explaining the role of the certified athletic trainer (ATC) within the sports medicine team.● Applying best evidence and the needs of the athlete to guide interactions with injured or ill athletes.● Determine the process for becoming an ATC including applying to an accredited college athletic training education program and certification/licensure requirements.● Differentiate between the various employment settings for an ATC and other allied health professions. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: treatment, electrotherapy, hydrotherapy, exercise rehabilitation, taping, physician exam room, records, facility coverage, pre-participation physicals, SOAP note, NATA, CAATE, BOC, ATC,

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Physical Education

CEU, budget, inventory, expendable, non-expendable, fixed, non-fixed, medical history, liability, negligence, tort, act of omission, act of commission, assumption of risk, and statute of limitation.

- Performing processes such as:
 - Identifying the appropriate sections that are included in designing an athletic training room.
 - Identifying the basic concepts of a SOAP note.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Design a functional model to scale of an athletic training room.
- Investigate the roles and responsibilities of the athletic trainer, team physician, and coach.
- Identify various ATC employment settings such as high school, college, professional, and clinical.
- Differentiate between the athletic training domains and the educational competencies.
- Identify how to search for accredited athletic training programs and future employment.
- Implement inventory considerations and concerns for ordering athletic training supplies and equipment using a budget.
- Examine NATA position statements and their implication in the profession.
- Create a SOAP note for an injured athlete.
- Use documentation to appropriately learn about infection controls, equipment safety, environmental hazards, athletic training room safety procedures, emergency action plans, and injury tracking.

WGSD Curriculum
Physical Education

Course: Personal Fitness
Grades 10-12
LG 1 Sportsmanship

High Priority Standards

National Standards for K-12 Physical Education

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 concept, principles, strategies and tactics related to movement and performance.

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

Standard 4: The physically literate individual exhibits responsible personal 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.

Learning Goal

Students will understand the personal and social responsibility of sportsmanship.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Leading other students within the framework of a fitness group.
- Sharing the responsibility of leading the group with other students.
- Explaining personal responsibility in maintaining health.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: fitness, weight control and heart rate, lunges, flexibility, overload, cardiovascular exercise, sportsmanship, peer teaching, team leadership, competition, social behavior.

WGSD Curriculum
Physical Education

- | | |
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| | <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the role of regular exercise in a person's overall health.○ Identifying leadership skills related to sports participation. |
|--|--|

Learning Targets

Students Know How To:

- Develop class rules and regulations.
- Perform pre-class requirements.
- Apply peer teaching techniques to assist other students at different skill levels.
- Explain the role of regular physical activity in relation to personal health.

WGSD Curriculum
Physical Education

Course: Personal Fitness
Grades 10-12
LG 2 Concepts

High Priority Standards

National Standards for K-12 Physical Education

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 maintain health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal 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.

Learning Goal	Proficiency Scale
<p>Students will understand health related fitness concepts and skills.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying the FITT Principle. • Explaining the Principle of Progression in exercise. • Using gym equipment properly to avoid injury. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: FITT (frequency, intensity, type, time) principle, principle of progression, muscular strength,

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Physical Education

endurance, flexibility and aerobic fitness.

- Performing processes such as:
 - Identifying concepts and skills that allow the body to increase health and fitness.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Apply skills with a variety of equipment for different fitness plans.
- Assist others in a positive manner while performing a fitness plan.
- Create a plan that improves personal fitness.

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Physical Education

Course: Personal Fitness

Grades 10-12

LG 3 Movement

High Priority Standards

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 health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal 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.

Learning Goal

Student will be able to perform safe, efficient and effective physical movements.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying the concepts of biomechanics to develop fine and gross motor skills.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: biometrics, workload, progression, fine motor, gross motor.
- Performing processes such as:

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Physical Education

- Using proper form when performing specific exercises.
- Identifying all safety procedures associated with specific equipment

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Assist others in their group to perform to the best of their ability.
- Progress in a positive manner as it pertains to the workload given them by their instructor.

WGSD Curriculum
Physical Education

Course: Strength and Conditioning

Grade Level: 10-12

LG 1 Sportsmanship

High Priority Standards

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

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.

Learning Goal	Proficiency Scale
Students will understand the personal and social responsibility of sportsmanship.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Exhibiting leadership with members of a class while performing strength training exercises.• Applying mastery and progression as it relates to performing strength training exercises. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: fitness, weight control and heart rate, lunges, flexibility, overload, cardiovascular exercise, sportsmanship, peer teaching, team leadership, competition, social behavior.• Performing processes such as:

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Physical Education

- Following direction in a safe manner when it comes to using strength training equipment.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Cooperate with each other and encourage positive attitudes in the weight room.
- Apply peer teaching techniques to assist other students at different skill levels.
- Comprehend a variety of strength training programs to use as lifetime fitness activities.
- Explain the importance regular physical activity in relation to personal health.

WGSD Curriculum
Physical Education

Strength and Conditioning
Grades 10-12
LG 2 Daily Exercise

High Priority Standards

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

Learning Goal	Proficiency Scale
Students will understand the benefits of daily exercise.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Developing an individual workout to best suit his/her needs. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: set, repetition, load, resistance, power clean, squat and specificity.• Performing processes such as:<ul style="list-style-type: none">○ Identifying exercises and routines that contribute to overall health. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Physical Education

Learning Targets

Students Know How To:

- Lead others in the class to perform to the best of their ability.
- Progress in a positive manner as it pertains to the workload given them by their instructor.

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Physical Education

Strength and Conditioning
Grades 10-12
LG 3 Muscle groups

High Priority Standards

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 performance and movement.

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

Learning Goal	Proficiency Scale
Students will understand the function and characteristics of major muscle groups.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying knowledge of muscle groups and muscle functions to exercise and daily functions. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: quadriceps, hamstrings, pectorals, biceps and triceps.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the major muscle groups.○ Performing strength training exercises. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Physical Education

Learning Targets

Students Know How To:

- Perform strength training exercises to develop and improve the major muscle groups.
- Lead and teach other students in the class how to develop the major muscle groups.
- Explain the importance of developing the major muscle groups.

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Physical Education

Course: Team Sports
Grade Level: 10-12
LG 1 Sportsmanship

High Priority Standards

National Standards for K-12 Physical Education

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, principle, strategies and tactics related to movement and performance.

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

Standard 4: The physically literate individual exhibits responsible personal 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.

Learning Goal	Proficiency Scale
Students will understand the personal and social responsibility of sportsmanship.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Leading other students within the framework of a team.• Sharing the responsibility when playing a team sport.• Leading a group of students through a cardiovascular fitness and strength regimen. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: fitness, weight control

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Physical Education

and heart rate, flexibility, overload, cardiovascular exercise, sportsmanship, peer teaching, team leadership, competition, social behavior.

- Performing processes such as:
 - Following other team members' lead within the framework of a team.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Cooperate with each other and encourage good sportsmanship during competition.
- Apply peer teaching techniques to assist other students at different skill levels.
- Comprehend a variety of recreational and team sports and be able to apply this knowledge to be a productive member of society.
- Explain the role of regular physical activity in relation to personal health.

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Physical Education

Team Sports
Grades 10-12
LG 2 Fitness Concepts

High Priority Standards

National Standards for K-12 Physical Education

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.

Learning Goal

Students will understand team sports related fitness concepts and skills.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying skills with a variety of equipment for different team sports.
- Explaining strategies that apply to a variety of sports, such as offensive, defensive and cooperative strategies.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Strength, endurance, team strategies, fitness plan,
- Performing processes such as:

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Physical Education

- Completing a variety of fitness tests, such as strength, speed, and skill.
- Identifying components of personal fitness that can improve through team sports.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Apply skills with a variety of equipment for different team sports
- Comprehend offensive, defensive and cooperative strategies in a variety of team sports.
- Create a personal fitness plan that improves personal fitness through team sports.

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Physical Education

Team Sports
Grade 10-12
LG 3 Techniques

High Priority Standards

National Standards for K-12 Physical Education

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.

Learning Goal

Students will understand the techniques, strategies, and rules of a variety of team sports.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Showing classmates a variety of techniques and strategies as they relate to team sports.
- Explaining rules as they relate to team sports.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: technique, strategy,

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Physical Education

game rules and violations.

- Performing processes such as:
 - Following the lead of a classmate as he/she demonstrates game techniques to the class.
 - Identifying techniques and strategies to improve personal fitness.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Demonstrate a functional understanding of a range of techniques, strategies and rules necessary to participate in a variety of team sports.
- Improve personal fitness through the application of these techniques, strategies and rules.
- Analyze rules and terminology of a variety of team sports and improve participation in team sports outside of the classroom.

WGSD Curriculum
Physical Education

Course: Weight Training
Grade Level: 9-12
LG 1 Sportsmanship

High Priority Standards

National Standards for K-12 Physical Education

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 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.

Learning Goal	Proficiency Scale
Students will understand the personal and social responsibility of sportsmanship.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Leading members of a small group while performing weight training exercises.• Exhibiting mastery and progression as it relates to performing weight training exercises. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: fitness, weight control and heart rate, lunges, flexibility, overload, cardiovascular exercise, sportsmanship, peer teaching, team leadership, competition, social behavior.• Performing processes such as:

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Physical Education

- Following the instructor's direction in a safe manner when using the equipment.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Cooperate with each other and encourage positive attitudes in the weight room.
- Apply peer teaching techniques to assist other students at different skill levels.
- Comprehend a variety of strength training programs to use as lifetime fitness activities.
- Explain the importance regular physical activity in relation to personal health.

WGSD Curriculum
Physical Education

Course: Weight Training

Grade Level: 9-12

LG 2 Practice

High Priority Standards

National Standards for K-12 Physical Education

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.

Learning Goal

Students will understand the benefits of daily exercise.

Proficiency Scale

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing an individual workout to best suit physical fitness needs.
- Performing weight training exercises with attention to form and technique, such as bench press, squats, incline press and bicep curls.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: set, repetition, load, resistance, warmup, flexibility, bench press, squat, incline press and bicep curls.
- Performing processes such as:
 - Using the equipment in the training room safely.

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Physical Education

Learning Targets

Students Know How To:

- Assist others in their group to perform to the best of their ability.
- Progress in a positive manner as it pertains to the workload given them by their instructor.

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Physical Education

Course: Weight Training

Grade Level: 9-12

LG 3 Muscle Groups

High Priority Standards

National Standards for K-12 Physical Education

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 performance and movement.

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 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.

Learning Goal

Students will understand the function and characteristics of major muscle groups.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying knowledge of muscle groups and muscle functions to exercise and daily functions.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: quadriceps, hamstrings, pectorals, biceps and triceps.
- Performing processes such as:
 - Identifying the major muscle groups.

WGSD Curriculum
Physical Education

- Performing strength training exercises.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students Know How To:

- Perform strength training exercises to develop and improve the major muscle groups.
- Assist other students within their group as it pertains to the major muscle groups.
- Explain the importance of developing the major muscle groups.