High School (Grades 9-12) Physical Education Curriculum Guide

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Physical Education Department

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THE GOAL

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

THE 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 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.
Foreword

Curriculum in this document is based on the National PE Standards published in the spring of 2013. It has been developed by physical educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in physical education that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in physical education.

Physical Education Program

Mission Statement

The Des Moines Public School District’s Physical Education Program enhances each student’s total wellness through intellectual, social, emotional, physical, and spiritual development.
# Physical Education Department

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How to use this document:

This curriculum guide is not...

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide is meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are most essential for student learning; it is our district’s guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students’ learning beyond them.

The curriculum guide is a planning tool; assessed learning topics are provided, but as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals. You are encouraged to create your own sub-units of study within each topic as a starting point. Within this document you will find a foundational structure for planning instruction in the physical education classroom which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model.
• **Des Moines Public Schools K-12 Student Learning Objectives in Physical Education**
  - Measureable, long-term academic growth targets
  - Developmentally appropriate activities which assess learning growth for all students
  - Pre and Post assessment growth of learning
  - Year-long learning goals using grade level targets to work towards the learning goal

• **Effective Components of a well-designed Physical Education Classroom**
  - Meets the needs of all students
  - Keeps students active for most of physical education class time (minimum 50 instruction/50 movement)
  - Teaches self-management
  - Emphasizes knowledge and skills for a lifetime of physical activity
  - Is an enjoyable experience for all students

• **The Essential Components of Physical Education** (Figure 5)
  - Policy and Environment
  - Curriculum
  - Appropriate Instruction
  - Student Assessment
Physical Education Department

Standards-Referenced Grading Basics

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

Determining a topic score: when the time comes to identify the Topic Score for a topic, the teacher looks at all of the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered into the Topic Score assignment in a grade book.

Multiple Opportunities: It is not about going back to do a retake or make-up a missed PE class, it’s about going forward, continually scaffolding student learning through multiple opportunities, and noting their improved learning. “Multiple opportunities” are about embedding other instructional times for students to showcase their skills that are aligned to the specific learning goal target.
### Standards Referenced Grading Basics

#### Anatomy of a Scale

Symbols by the learning levels indicate whether it can be changed, is fixed, or can be enhanced. Triangle symbol designates targets on this level can be changed.

This lock symbol designates targets on this level can **NOT** be changed. These are derived directly from our national standards.

This addition symbol designates more targets can be added to this level.

No targets are written at this level.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>🟢</td>
<td>4</td>
<td>Teachers can and should <strong>change</strong> the target(s) of the scale at this level.</td>
</tr>
<tr>
<td>🚫</td>
<td>3</td>
<td>This level is <strong>locked</strong>—no changes can be made here by teachers.</td>
</tr>
<tr>
<td>🟦</td>
<td>2</td>
<td>Teachers can and should <strong>add</strong> to the target(s) of this scale at this level, but not change the targets that already exist here.</td>
</tr>
</tbody>
</table>

## Learning Target Activities

**Engagement 0-4**

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Example</th>
<th>Learning Target Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students use their knowledge and skills to complete assigned tasks and contribute meaningfully to a class discussion.</td>
<td></td>
<td>3A. I am learning how to identify different types of physical activities and their impact in my own life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3B. I am learning how to develop a plan of action and make appropriate decisions based on the plan when faced with a challenge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3C. I am learning how to protect my own self-esteem by engaging in activities that prompt positive self-efficacy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3D. I am learning how to engage in activities to help me stay physically active.</td>
</tr>
<tr>
<td>3</td>
<td>Students use their knowledge and skills to complete assigned tasks and contribute meaningfully to a class discussion.</td>
<td></td>
<td>3A. I am learning how to identify different types of physical activities and their impact in my own life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3B. I am learning how to develop a plan of action and make appropriate decisions based on the plan when faced with a challenge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3C. I am learning how to protect my own self-esteem by engaging in activities that prompt positive self-efficacy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3D. I am learning how to engage in activities to help me stay physically active.</td>
</tr>
<tr>
<td>2</td>
<td>Students use their knowledge and skills to complete assigned tasks and contribute meaningfully to a class discussion.</td>
<td></td>
<td>2A. I am learning how to explain why it is important to be physically active.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2B. I am learning how to identify the components of physical activity that provide opportunities for reducing stress and improving well-being.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2C. I am learning how to explain how physical activity reduces stress and improves well-being.</td>
</tr>
<tr>
<td>1</td>
<td>Students use their knowledge and skills to complete assigned tasks and contribute meaningfully to a class discussion.</td>
<td></td>
<td>1A. I am learning how to explain why it is important to be physically active.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1B. I am learning how to identify the components of physical activity that provide opportunities for reducing stress and improving well-being.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1C. I am learning how to explain how physical activity reduces stress and improves well-being.</td>
</tr>
</tbody>
</table>

For more information: grading.dmschools.org
Learning Topics for Middle School

- Skills and Knowledge
- Engagement
- Fitness
- Personal and Social Behavior

Learning goals for all curricular areas are organized by overarching concepts called topics. Within those topics live a learning goal. All learning goals for physical education are guided by the 2014 National Society of Health and Physical Education (SHAPE) standards and assessed on the provided reporting scales or checklists. The outline below serves to define the various elements of the curriculum structure.

- **Learning Topic – The Overarching Concept**
  - Definition of the topic.
    - **National Standards for K-12 Physical Education**: provide a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity. (S1, S2, S3, S4, or S5)
    - **Grade level outcomes**: provide a scope and sequence of skills and knowledge predicated on teaching a variety of activities to achieve learning for all students. (9th through 12th grade)
    - Teachers should not view outcomes as discrete tasks taught in isolation but rather as a coordinated process that allows students to apply knowledge and skills across standards.
  - **Grade level element**: Each outcome has been assigned a number but do not necessarily reflect any particular priority. (S2.H1.L1 meaning- Standard 2, High School Outcome 1, Level 1)
DMPS Grading Scale

- Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

<table>
<thead>
<tr>
<th>SCALE SCORE</th>
<th>ACADEMIC DESCRIPTOR</th>
<th>STUDENT-FRIENDLY DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeding Standard</td>
<td>I have demonstrated deep understanding that goes beyond the learning goal</td>
</tr>
<tr>
<td>3</td>
<td>Meeting Standard</td>
<td>I have met the learning goal</td>
</tr>
<tr>
<td>2</td>
<td>Developing Toward Standard</td>
<td>I have the foundational skills and knowledge for the learning goal and I am almost there</td>
</tr>
<tr>
<td>1</td>
<td>Insufficient Progress</td>
<td>The evidence I have submitted shows I have a long way to go to reach the learning goal</td>
</tr>
<tr>
<td>0/M</td>
<td>No evidence of student understanding in submitted work OR Missing – student has not submitted evidence</td>
<td>I have not submitted evidence of learning for the learning goal</td>
</tr>
</tbody>
</table>

*For more information on district assessment and grading practices, please refer to the Grading Practices website [http://grading.dmschools.org/teacher-resources.html](http://grading.dmschools.org/teacher-resources.html)*

**Guiding Practices of Standards-Referenced Grading**

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

For more information: [grading.dmschools.org](http://grading.dmschools.org)
Physical Education Department

- **Learning Topic – Personal and Social Behavior (9-12)**
  - National Standards alignment:
    - **Standard 4:** Exhibits responsible personal and social behavior that respects self and others.
      - Arrives on time and prepared for class. (DMPS CER Academic Conduct)
      - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or dance. (Rules and Etiquette S4.H2)
      - Solves problems and things critically in physical activity or dance settings, both as an individual and in groups (Working with others S4.H4.L1)
      - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (Safety S4.H5.L1)
  - **DMPS Citizenship and Employability Skills Rubric (CER) vs. Personal and Social Behavior Rationale**
    - It is important when implementing standard reference grading to separate the students’ academic achievement and their behavior, which is why DMPS records citizenship and employability skills separate from the students’ academic grade.
    - In Physical Education Class, according to our National SHAPE (Society of Health and Physical Education) standards, standard four states: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
    - Therefore, using aligning the verbiage from our DMPS employability rubric and the National SHAPE grade level outcomes, we have developed a scale which best represents each grade level outcomes for this standard to be reported on as a topic score.
<table>
<thead>
<tr>
<th><strong>Lifelong Rec Activities</strong>&lt;br&gt;<strong>PHY103</strong></th>
<th>Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual and dual sport activities. Safety and sportsmanship will be emphasized.&lt;br&gt;&lt;br&gt;Activities include but are not limited to: Badminton, pickle ball, tennis, bowling, table tennis, and other individual and dual sports. District mandated fitness assessments will be administered in pre and post-test form. <em>(prerequisite for bowling)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team Games/Act &amp; Sports</strong>&lt;br&gt;<strong>PHY105</strong></td>
<td>Students will learn a variety of rules, skills, fundamentals, and strategies in multiple team activities. Safety and sportsmanship will be emphasized.&lt;br&gt;&lt;br&gt;Activities will include but not limited to: Basketball, Soccer, Volleyball, Floor Hockey, Lacrosse, Ultimate Games, Non-traditional Games, Flag Football, and Diamond Sports. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Creative Contemporary Movement</strong>&lt;br&gt;<strong>PHY 107</strong></td>
<td>The course will focus on the beginning to intermediate level kinesthetic and intellectual understanding of dance principles, terminology, and concert dance techniques.&lt;br&gt;&lt;br&gt;Areas of emphasis include, but are not limited to, ballet and modern dance. This course will offer an increased awareness of proper body alignment, balance, flexibility, strength, and coordination as it pertains to dance and day-to-day living. Increase familiarity with anatomy and injury prevention. View a dance performance with a more educated eye and grateful heart. Execute dance combinations with correct sequence, quality and technique. This course is only offered to students who have been identified through the GT program.</td>
</tr>
<tr>
<td><strong>Total Body Fitness &amp; Cond Level 1</strong>&lt;br&gt;<strong>PHY109</strong></td>
<td>This beginning course is designed to introduce proper lifting techniques, spotting methods, weight room safety, and work out routines. Activities will include by not limited to: a multitude of lifts utilizing free weights, machine weights, as well as an emphases on conditioning and fitness. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Total Body Fitness &amp; Cond Level 2</strong>&lt;br&gt;<strong>PHY209</strong></td>
<td>This advanced course is designed to build upon proper lifting techniques, spotting methods, weight room safety, and work out routines. Activities will include but not limited to: Fitness Plan, Advanced strength exercises, SMART goals, student logs, basic nutrition, hydration, adjustment of pace, power building, Olympic lifts, fitness portfolio, analyzes the components skill-related fitness in reaction to life and career goals, and designs an appropriate fitness program to meet their goals. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Fitness Walking</strong> PHY115</td>
<td>This course is life designed for students to improve cardiovascular fitness by walking. This course is completely activity based and suggested for those who are self-motivated. Various walking activities and assessments will be used throughout the class. Students will be expected to walk 2-3 miles per class period. This will allow students’ the opportunity to participate in individual fitness activities that can be continued throughout one’s lifetime. Activities include, but are not limited to: Walking, Heart Rate Monitoring, Circuit Training, Treadmills, Timed Laps/Stairs, Timed Mile, Pedometers/Activity Monitors, and Walking Bands. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>High Intensity Fitness</strong> PHY120</td>
<td>Students will learn about health and nutrition, knowledge of lifetime wellness and fitness will be covered and emphasized. Activities include but not limited to: Circuit training, weight resistance, free weights, resistance bands, group fitness classes, designing a fitness class, and fitness technology. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Innovative Fitness</strong> PHY131</td>
<td>Whether you are looking to improve your overall physique, gain strength, and flexibility, or live a healthier lifestyle, Innovation Fitness class will aid you in your goals and expectations. This program provides opportunities for introductions to fitness skills and knowledge to help develop personal workout plans. Students must be willing to work out at an intense cardio level, break a sweat, and expect a body transformation. Activities include but are not limited to: Yoga, fitness technology, aerobics, Bosu-trainers, CrossFit, Creative Dance, Fitness Assessment, Jump Roping, Kick boxing, Medicine balls, and Weight Resistance. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Psychology of Health &amp; Fitness</strong> PHY227</td>
<td>Within this course we will be providing an overview to help students develop a relationship with exercise and lifelong fitness. Psychology of Health and Fitness course will introduce the field of psychology and the relationship between health and exercise. Students will learn the application of the psychological principles that enhance athletic performance. Students will complete a class 5K or half marathon as a completion of this course. This course will cover a wide range of topics and skills that will improve an overall healthy lifestyle. Activities can include, but not limited to: Mental Toughness, Goal-Setting, Motivation, Injury Prevention, Training Principles, Schedules, and Stress Management. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Lifeguarding</strong> PHY235</td>
<td>The students will receive instruction in American Red Cross Lifeguarding. This course will provide lifeguard candidates and lifeguards with the skills and knowledge needed to prevent and respond to aquatic emergencies. Students will be given the opportunity to receive lifeguard certification after successful completion of this course. Students will learn CPR and First Aid. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aquatics</strong></td>
<td>Students will gain an awareness of the importance of water safety training and to provide general information on being safe in, on, and around water. Students will work on their coordination and refinement of strokes. Students will participate, assess and improve levels of flexibility, cardiovascular fitness, muscular strength and endurance, and body composition. CPR (Cardiopulmonary Resuscitation) has been mandated by the state and may be included in the curriculum. Activities can include, but not limited to: Pool Rules and Safety/Expectations, Water Injuries, Deck rescues/In water rescues, Introduction to Water Skills, Fundamental Aquatic Skills and Stroke Techniques. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Sports Officiating &amp; Leadership</strong></td>
<td>The Iowa High School Athletic Association is looking for young officials; this course will give you the opportunity to prepare you for part-time work if you decide to make a career in officiating. Outcomes of this course will cover and clarify such points as purpose, procedures, and requirements in officiating. Students will learn the mechanics of officiating different team and individual sports. Students will gain and understanding of multiple sports while promoting leadership and uniformity in mechanics of officiating. Leadership and volunteer opportunities throughout the course will be required. District mandated fitness assessments will be administered in pre and post-test form. Examples, but not limited to: Activities for Fall: Flag Football, Volleyball, Basketball, Swimming Activities for Spring: Track and Field, Tennis, Wrestling, Baseball, Softball</td>
</tr>
<tr>
<td><strong>Bowling</strong></td>
<td>Students will learn approaches, release, etiquette, clothing, rules, scoring, and safety. Activities can include, but not limited to: line bowling, league play, Baker style tournament, pin and spot bowling. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
<tr>
<td><strong>Contract PE</strong></td>
<td>Please contact your PE department head to ensure you have met the essential contract PE criterion. District mandated fitness assessments will be administered in pre and post-test form.</td>
</tr>
</tbody>
</table>
**PHY103- Skills and Knowledge**

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

<table>
<thead>
<tr>
<th>Lifelong Rec Activities 9th-12th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> Students:</td>
<td><strong>3A</strong> - I am learning to show proper form in movement skills in multiple lifetime activities.</td>
</tr>
<tr>
<td>o <strong>3A</strong> - Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, or net/wall games) (S1.H1.L1)</td>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>o <strong>3B</strong> - Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatic and/or outdoor pursuits appropriately. (S2.H1.L1)</td>
<td>- Video tape skills for Golf, Ping Pong, and Bowling techniques</td>
</tr>
<tr>
<td>o <strong>3C</strong> - Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</td>
<td>- Reflection on the mature pattern for specific skill</td>
</tr>
<tr>
<td><strong>3</strong> Students:</td>
<td>- Refining success criteria around serving with a small implement</td>
</tr>
<tr>
<td>o <strong>2A</strong> - Identifies the stages of learning a motor skill. (S2.H3.L2)</td>
<td><strong>3B</strong> - I am learning how to apply the specific terminology to the game/activity/skill.</td>
</tr>
<tr>
<td>o <strong>2B</strong> - Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)</td>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>o <strong>2C</strong> - Identify different concepts and principles to improve their performance of self or others.</td>
<td>- Specific strategies within the game/activity/skill</td>
</tr>
<tr>
<td><strong>2</strong> Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td>- History of the game/activity</td>
</tr>
<tr>
<td><strong>1</strong> Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td>- Application of the specific skill</td>
</tr>
<tr>
<td></td>
<td>- Application of the fundamental skills</td>
</tr>
<tr>
<td></td>
<td>- Differentiating strategies within the game/activity/skill</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Clarifications</strong></td>
</tr>
<tr>
<td>Consider asking your students to determine which lifelong recreational activities they want to learn and focus on throughout the semester. Think about identifying student roles to help divide leadership among your class. Examples may include: <strong>Student Coach</strong> (offers feedback), <strong>Leader</strong> (helps lead and delegate instructions to peers), <strong>Time Manager</strong> (keeps track of group time throughout the challenge), and <strong>Motivator</strong> provides teammates with positive encouragement throughout the challenge).</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>Motion, safety, force, rotation, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction time, and speed.</td>
<td></td>
</tr>
<tr>
<td>Students:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3A- Demonstrates competency and/or refines activity-specific movement skills in 2 or more activities (team games, outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.H1.L1)</td>
<td></td>
</tr>
<tr>
<td>3B- Applies the terminology associated with exercise and participation in selected activities. (S2.H1.L1)</td>
<td></td>
</tr>
<tr>
<td>3C- Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A- I am learning to demonstrate competency in movement skills in multiple lifetime activities.</td>
</tr>
<tr>
<td>Activities:</td>
</tr>
<tr>
<td>- Shooting, Striking, Volley, Forehand, Backhand, and Weight Transfer</td>
</tr>
<tr>
<td>- Throwing, Catching, Passing, Receiving, Offensive Skills, Defensive Skills, Ball Control, and Serving.</td>
</tr>
<tr>
<td>3B- I am learning how to demonstrate and apply the five-health related fitness components while participating in exercises and activities.</td>
</tr>
<tr>
<td>Activities:</td>
</tr>
<tr>
<td>- Application of Rules</td>
</tr>
<tr>
<td>- Rules/Skills/Fundamentals/Strategies of the Game</td>
</tr>
<tr>
<td>- History of Game</td>
</tr>
<tr>
<td>3C- I am learning how to use movement concepts and principles to analyze and improve performance of myself or others in a selected skill.</td>
</tr>
<tr>
<td>Activities:</td>
</tr>
<tr>
<td>- Self-reflection, peer feedback, accepting feedback</td>
</tr>
</tbody>
</table>

Student performance reflects insufficient progress towards foundational skills and knowledge.

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

Teacher Clarifications
Consider asking your students to determine which team games/activities they want to learn and focus on throughout the semester.

Think about identifying student roles to help divide leadership among your class. Examples may include: Student Coach (offers feedback), Leader (helps lead and delegate instructions to peers), Time Manager (keeps track of group time throughout the challenge), and Motivator provides teammates with positive encouragement throughout the challenge.

Academic Vocabulary
Motion, safety, force, rotation, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction time, and speed.
Success Criteria for Mature Patterns for Skills in Lifelong Rec/Activities and Team Games

**Success Criteria/Critical Elements for Dribbling:**

<table>
<thead>
<tr>
<th>Body Position/Head</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision on ball</td>
<td>Head up</td>
<td></td>
</tr>
<tr>
<td>Peripheral vision on area around ball</td>
<td>Eyes forward</td>
<td></td>
</tr>
<tr>
<td>Knees flexed</td>
<td>Fairly upright (slight lean)</td>
<td></td>
</tr>
<tr>
<td>Body crouched over the ball</td>
<td>Stride position with legs</td>
<td></td>
</tr>
<tr>
<td>Bent, held close for balance</td>
<td>Opposition to stride</td>
<td></td>
</tr>
<tr>
<td>Use all surfaces of feet</td>
<td>Contact with instep or outside of feet</td>
<td></td>
</tr>
<tr>
<td>Keep ball within stride length</td>
<td>Push ball several feet in front, sprint to catch up</td>
<td></td>
</tr>
<tr>
<td>Avoids contact with others while traveling and dribbling in general space</td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
<td></td>
</tr>
</tbody>
</table>

**Body/Legs**

- Knees flexed
- Body crouched over the ball
- Fairly upright (slight lean)
- Stride position with legs
- Avoids contact with others while traveling and dribbling in general space

**Arms/Action**

- Keep ball within stride length
- Avoids contact with others while traveling and dribbling in general space
- Avoids contact with others while traveling and dribbling in general space

**Success Criteria/Critical Elements for Striking:**

<table>
<thead>
<tr>
<th>Implements</th>
<th>Long Handled</th>
<th>Short Handled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Implements</td>
<td>Long-handled implement up and back in preparation for striking action</td>
<td>Racket back in preparation for striking</td>
</tr>
<tr>
<td>Floor Hockey</td>
<td>Step forward on opposite foot as contact is made</td>
<td>Step with opposite foot as contact is made</td>
</tr>
<tr>
<td>Golf</td>
<td>Coil and uncoil trunk for preparation and execution of the striking action</td>
<td>Swing racket paddle from low to high</td>
</tr>
<tr>
<td>Tennis Racket</td>
<td>Swing the implement on a horizontal plane</td>
<td>Coil and uncoil the trunk in preparation for and execution of the striking action</td>
</tr>
<tr>
<td>Whiffle Ball Bat</td>
<td>Wrist uncocks on follow-through for completion of the striking action</td>
<td>Follow through for completion of the striking action</td>
</tr>
<tr>
<td>Small Implements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis Racket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton Racket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pickleball Racket</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Success Criteria/Critical Elements for Underhand throw:**

- Face target in preparation for throwing action
- Arm back in preparation for action
- Step with opposite foot as throwing arm moves forward
- Release ball between knee and waist level (or below knee for bowling)
- Follow through to target

**Success Criteria/Critical Elements for Overhand striking pattern:**

1. **Preparation:** Places weight on back foot, swinging striking arm backwards in preparation for contact. Steps with opposite foot and makes forward body rotation occur through lower body, upper body, and then shoulders. Transfer weight to foot on opposite side of body from striking arm.
2. **Execution:** Leads the way with elbow, followed by forearm extension, makes connection with object.
3. **Follow Through:** Connect with object and follow through using wrist snap.
# PHY109- Skills and Knowledge

<table>
<thead>
<tr>
<th>Learning Targets and Activities</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Body Fitness L1 - 9th-12th Grade</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</td>
</tr>
</tbody>
</table>
| **3** | Students:  
| o 3A- Demonstrate proper body position by self-correcting errors in technique in a variety of fitness/strength and conditioning exercises specific examples include: *squat, deadlift, and bench press.* (S1.H3.L1) |
| o 3B- Reflect upon student’s exercise regimen. (S2.H2.L1) |
| o 3C- Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle (S3.H7.L2) |
| **2** | Students:  
| o 2A- Attempts proper body position and corrects errors in technique utilizing teacher feedback in a variety of fitness/strength and conditioning exercises. |
| o 2B- Recognize and complete students’ exercise regimen. |
| o 2C- Create a SMART goal utilizing your current level of physical fitness assessment, skills and knowledge. |
| **1** | Student performance reflects insufficient progress towards foundational skills and knowledge. |

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

**Teacher Clarifications**
Focus on initially assessing your students overall fitness and maxing out on specific lifts. Walk through safety steps for each specific lift: squat, deadlift, and bench press. After initial assessment, make personal fitness sheets for everyone to complete.

3C- Suggestion, with the third learning target, you should break apart the two components to ensure students are able to “design” their program and implement.

**Academic Vocabulary**
Safety, etiquette, FITT principle, SMART goal, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction
PHY209 - Skills and Knowledge

Total Body Fitness L2 - 9th-12th Grade

4

In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.

Learning Targets and Activities

3A- I can demonstrate proper body position and correct errors in technique in a variety of fitness exercises.

Activities:
- Circuit training
- Stations

3B- I can use the FITT principle to reflect upon my exercise regimen/program.

Activities:
- Workout sheets
- Exit ticket
- Walk and talk
- Student roles

3C- I can apply my current level of skills and knowledge to implement my SMART goal.

Activities:
- Reflection journal or log for specific workouts/action plan to work towards personal fitness goal
- Journal to describe proper form
- Create a personal workout plan to put into a portfolio utilizing personal fitness data points

3D- I am learning how to design and implement my personal strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.

Teacher Clarifications

Focus on initially assessing your students overall fitness and maxing out on specific lifts. Walk through safety steps for each specific lift: squat, deadlift, and bench press. Then provide the extension lifts such as the jump squat with bands, bench press with bands, and incline bench press.

Think about identifying student roles to help divide leadership among your class. Especially to help with safety in the weight room.

Academic Vocabulary

Safety, etiquette, FITT principle, SMART goal, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction time, and speed.

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

Student performance reflects insufficient progress towards foundational skills and knowledge.
**PHY115- Skills and Knowledge**

### Fitness Walking - 9th-12th Grade

<table>
<thead>
<tr>
<th>4</th>
<th>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Students:</strong>&lt;br&gt; 3A- Calculate target heart rate and applies that information to personal fitness plan. (S3.H9.L1)&lt;br&gt; 3B- Applies terminology associated with exercise and participation in selected individual-performance activities. (S3.H7.L1)&lt;br&gt; 3C- Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Students:</strong>&lt;br&gt; 2A- Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)&lt;br&gt; 2B- Identifies types of strength exercises and stretching exercises for personal fitness development (e.g. strength, endurance, range of motion). (S3.H9.L1)&lt;br&gt; 2C- Creates a practice plan to improve performance for a self-selected skill in fitness walking. (S2.H3.L1)</td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

### Learning Targets and Activities

<table>
<thead>
<tr>
<th>3A</th>
<th>I am learning to calculate my own target heart rate and apply my learning to my personal workout plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong>&lt;br&gt;- THR Worksheet&lt;br&gt;- Activity Trackers&lt;br&gt;- Personal Workout sheet&lt;br&gt;- Fitness Assessments</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>I am learning how to apply specific vocabulary associated with my exercise during class.</td>
</tr>
<tr>
<td><strong>Activities:</strong>&lt;br&gt;- Compare and Contrast health-related and skill related fitness components</td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>I am learning how to create and implement a plan that enhances a healthy, active lifestyle.</td>
</tr>
<tr>
<td><strong>Activities:</strong>&lt;br&gt;- Fitness Workout Plan&lt;br&gt;- Goal Setting Sheet&lt;br&gt;- Daily Fit Log&lt;br&gt;- Exit tickets&lt;br&gt;- Activity Gram&lt;br&gt;- FitnessGram</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Clarifications

Students should track their MVPA and target heart rate daily throughout this class. (MVPA) Moderate to Vigorous Physical Activity can be tracked through physical activity trackers/pedometers.

Students should walk at least a minimum of 2 or 3 miles throughout the class period. Circuit training and including different exercises in between walking distances can help increase students overall muscular strength and cardiorespiratory endurance.

### Academic Vocabulary

Safety, etiquette, FITT principle, SMART goal, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction.
SHAPE Standard 3:
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Teacher Clarifications
Consider allowing students the opportunity to choose their intensity level at which they would like to perform. This gives an opportunity for student buy in with their individual workout.

This course is to also provide an opportunity to increase the level students’ fitness knowledge and overall fitness. Think about providing challenges for students to perform that would increase the overall intensity for a specific skill, for example: spinning on the stationary bike, increase the resistance for the next 30-60 seconds.

Academic Vocabulary
Safety, etiquette, FITT principle, SMART goal, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction
Physical Education Department

<table>
<thead>
<tr>
<th>Physical Education Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Intensity Fitness- 9th-12th Grade</td>
</tr>
</tbody>
</table>

In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.

**Learning Targets and Activities**

3A- I am learning how to choose the appropriate level of intensity for myself to experience success.

**Activities:**
- Give opportunities for student to determine their level of intensity while entering into the classroom
- Give students a variation of the activity to offer different levels of challenges

3B- I am learning how to use the FITT principal to reflect upon my exercise regimen/program.

**Activities:**
- Reflection journal or log for specific workouts/action plan to work towards personal fitness goal
- Journal to describe proper form

3C- I am learning how to design and implement a strength and conditioning program to balances muscle groups and supports a healthy, active lifestyle.

**Activities:**
- Create a personal workout plan to put into a portfolio utilizing personal fitness data points
- Exit tickets
- Compare/Contrast Health-related fitness and skill related components with opposing muscle groups e.g. upper body vs. lower body

**Student performance reflects insufficient progress towards foundational skills and knowledge.**

**SHAPE Standard 3:**

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

**Teacher Clarifications**

This course is provide students with a variety of different work-outs with innovative ideas. Consider allowing your students to create their own innovative work-out to teach to the class or have them video tape a work-out for the class to complete, and allowing others to provide feedback from their work-out. This class has a learning target that is focused on stress management. Think about adding in different units to help students with relaxation techniques, such as yoga and meditation.

**Academic Vocabulary**

Safety, etiquette, Stressors, stress-management, relaxation, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction time, and speed.
Student performance reflects insufficient progress towards foundational skills and knowledge.

### Physical Education Department

#### Innovative Fitness - 9th-12th Grade

| 4 | In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.

### Learning Targets and Activities

3A. I am learning how to choose the level of intensity.

| 4 | In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.

### Learning Targets and Activities

3A. I am learning how to create a plan to help me train for my 5K event.

<table>
<thead>
<tr>
<th>Students:</th>
<th>Psychology of Health &amp; Fitness - 9th-12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event.) (S3.H6.L2)</td>
<td></td>
</tr>
<tr>
<td>3B. Develops and maintains a fitness portfolio. (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.1.L2)</td>
<td></td>
</tr>
<tr>
<td>3C. Analyzes the impact of life choices, motivation, and accessibility on exercise adherence and participation in physical activity. (S3.H5.2.L2)</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Targets and Activities

<table>
<thead>
<tr>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Recognize and complete students' workout regimen</td>
</tr>
<tr>
<td>2B. Create a SMART goal utilizing your current level of physical fitness skills and knowledge (S3.M8.6)</td>
</tr>
<tr>
<td>2C. Recognize and monitor a behavior-modification plan which aligns to overall workout plan.</td>
</tr>
</tbody>
</table>

### Academic Vocabulary

Safety, etiquette, FITT principle, SMART Goal, feedback, proper technique, muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, agility, balance, power, coordination, reaction time, and speed.
Lifeguarding- 9th-12th Grade

In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.

**Learning Targets and Activities**

**3A** - I am learning how to apply my knowledge of lifeguarding surveillance, facility safety, and use rescue techniques.

**Activities:**
- side entries, jumping, fully submerge, etc.

**3B** - I am learning how to show the proper ways to use my water safety skills, equipment, etc.

**Activities:** Refining success criteria around equipment, floating, water emergencies,

**3C** - I am learning how to analyze and provide lifesaving techniques when responding to an aquatic emergency.

**Activities:**
- Videotape and self-assess skills
- Extension assist, rescue tube
- Grabbing assists
- Entering/Exiting at different areas of the pool
- Learning different ways to get attention for help
- Huddle positions
- Helping a non-swimmer to feet

**2A** - Recognize or identify basic skills for self-rescue and responding to an aquatic emergency.

**2B** - Recognize and recall certain water safety skills/protocol/equipment (e.g. use for life jacket, knowledge of CPR/rescue breathing, assist non-swimmer to feet, HELP/Huddle positions, reaching for assists, stretch to release a cramp, and use for extension assist)

**2C** - Identify the proper lifesaving skills when responding to an aquatic emergency and/or injury.

**1** - Student performance reflects insufficient progress towards foundational skills and knowledge.

Please see supporting documents for Lifeguarding Precourse Skills Checklists (*see page following aquatics*)
Physical Education Department

PHY241-Skills and Knowledge

<table>
<thead>
<tr>
<th>4♭</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</td>
</tr>
</tbody>
</table>

| 3♭ | 3A- Enter water that is over their heads by stepping or jumping in from the side, fully submerge, then recover to the surface and return to the side. |
|     | Activities: side entries, jumping, fully submerge, etc. |
| 3B- | Demonstrate proper way to use water safety skills, protocol, equipment (e.g. floating with life jacket in water, water emergencies, assist non-swimmer to feet, reaching for assists, proper stretching to release a cramp, extension assists) |
|     | Activities: Refining success criteria around equipment, floating, water emergencies, |
| 3C- | Develop a plan of action and makes appropriate decisions based on that plan when faced with an individual or group challenges regarding aquatic emergencies (i.e. classify and identify next steps/procedures for self-rescues and aquatic emergencies.) |
|     | Activities: videotape and self-assess skills-Extension assist, rescue tube |
|     | -Grabbing assists |
|     | -Entering/Exiting at different areas of the pool |
|     | -Learning different ways to get attention for help |
|     | -Huddle positions |
|     | -Helping a non-swimmer to feet |

<table>
<thead>
<tr>
<th>2+</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognize basic skills for self-rescue and responding to an aquatic emergency.</td>
</tr>
<tr>
<td>2A-</td>
<td>Recognize and recall certain water safety skills/protocol/equipment (e.g. use for life jacket, knowledge of CPR/rescue breathing, assist non-swimmer to feet, HELP/Huddle positions, reaching for assists, stretch to release a cramp, and use for extension assist)</td>
</tr>
<tr>
<td>2B-</td>
<td>Identifies next steps/procedures for self-rescues and aquatic emergencies (i.e. personal floatation devices)</td>
</tr>
</tbody>
</table>

| 1♭ | Students performance reflects insufficient progress towards foundational skills and knowledge. |

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

Teacher Clarifications

Teachers need to ensure they have the proper and current licensure/certificate to teach this course. As the primary teacher, you are responsible to maintain your certificate and renew when necessary. Our district budget will pay for your certificate renewal, you will just need to communicate you’re your coordinator when you’re on cycle for renewal.

You should only have 15-30 students enrolled into your lifeguarding course as these are strict guidelines while teaching the American Red Cross materials. For all instructors materials please visit: www.instructorscorner.com

Academic Vocabulary

Safety smarts, emergency, swimming buddy, personal flotation devices (offshore life jackets, near shore vests, floatation aids, throwable devices, and special-use devices), distressed swimmer, active drowning, and passive drowning

American Red Cross Swimming Lessons Manual
**Lifeguarding Precourse Skills Checklist**

<table>
<thead>
<tr>
<th>NAME OF PARTICIPANT</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
<th>10.</th>
</tr>
</thead>
</table>

**LIFEGUARDING COURSE AND WATERPARK SKILLS MODULE**

1. **Swim 300 yards continuously demonstrating breath control and rhythmic breathing.**
   - Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed.
   - Swim goggles may be used.

2. **Tread water for 2 minutes using only the legs.**
   - Candidates should place their hands under the armpits.

3. **Complete a timed event within 1 minute, 40 seconds.**
   - Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
   - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
   - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
   - Exit the water without using a ladder.

---

**WATERFRONT SKILLS MODULE**

1. **Swim 550 yards continuously demonstrating breath control and rhythmic breathing.**
   - Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.

2. **Tread water for 2 minutes using only the legs.**
   - Candidates should place their hands under the armpits.

3. **Complete a timed event within 1 minute, 40 seconds.**
   - Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
   - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
   - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
   - Exit the water without using a ladder.

4. **Swim 5 yards, submerge and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water, resurface and continue to swim another 5 yards to complete the skill sequence.**

---

*When teaching the Lifeguarding course, if the pool has a maximum depth of 6 feet, an alternate timed event can be used as part of the prerequisite swimming skills evaluation. All other class activities must be taught in water depth as described in the activity or skill session directions.*
### Physical Education Department

#### Personal Floatation Devices:

**Type I** - Offshore life jackets: geared for rough or remote waters where rescue may take a while. Provide buoyancy and will turn most unconscious persons face up in the water.

**Type II** - Near-Shore vests: good for calm waters when quick rescue is likely. A type II may not turn someone unconscious wearers face up in the water.

**Type III** - Floatation Aids: vests or full-sleeved jackets are good for calm waters when quick rescue is likely. Not recommended for rough waters since they will not turn most unconscious persons face up.

**Type IV** - Throwable Devices: cushions and ring buoys are designed to be thrown to someone in trouble. Since a type IV is not designed to be worn, it is neither for rough waters nor for persons who are unable to hold onto it.

**Type V** - Special-Use Devices: vests, deck suits, hybrid PFDs, and other are designed for specific activities such as windsurfing, kayaking, or water-skiing.

### Shallow Water Lifeguarding Course

<table>
<thead>
<tr>
<th>NAME OF PARTICIPANT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

1. Swim 100 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles are allowed.

2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the lamps.

3. Complete a timed event within 50 seconds.
   - Starting in the water, swim 20 yards using the front crawl or breaststroke. The face may be in or out of the water. Swim goggles are not allowed.
   - Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object.
   - Return to the surface and walk or swim 20 yards to return to the starting point with both hands holding the object at the surface of the water.
   - Exit the water without using a ladder or steps.

### Aquatic Attraction Lifeguarding (Water < 3') Course

<table>
<thead>
<tr>
<th>NAME OF PARTICIPANT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

1. Complete the water competency sequence:
   - Stop into the water from the side and totally submerge.
   - Recover to the surface, then maintain position for 1 minute by treading water or floating (or a combination of the two)
   - Rotate one full turn and orient to the exit.
   - Level off and swim on the front or back, 25 yards.
   - Exit the water without using steps or a ladder.

2. Complete a timed event within 50 seconds.
   - Starting in the water, walk or swim 20 yards.
   - Swim goggles are not allowed.
   - Submerge to a depth of 3 feet to retrieve a 10-pound object.
   - Return to the surface and walk or swim 20 yards to return to the starting point with both hands holding the object at the surface of the water.
   - Exit the water without using a ladder or steps.
## PHY327/328-Skills and Knowledge

### Sports Officiating and Leadership

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🟢</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3 🟡 | **3A**- Demonstrates competency and/or refines activity-specific movement skills in 2 or more team games/activities (e.g. outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games. (S1.H1.L1) (e.g. apply the signals and make appropriate calls in competitive situations)  
  
  **3B**- Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1) |
| 2 🟠 | **2A**- Identify terminology and appropriate signals associated with specific team games and activities related to officiating.  
  
  **2B**- Identify the rules and regulations of specific team games and activities related to officiating. |
| 1 🟥 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### SHAPE Standard 1:

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

### Teacher Clarifications

This course is designed to give students an opportunity to dig deeper into officiating all different sports. From applying the appropriate signals, calls, and managing a competitive environment, students are able to engage with real authentic experiences throughout the entire semester. Students are able to receive access to taking the officiating assessment for the specific sport they have studied together as a class. This course will only be taught at Central Campus and students will receive a Physical Education .5 credit.

### Academic Vocabulary

Boundaries, game control, rule codes, equipment, safety, decision making, scoring, philosophy
### PHY331 - Skills and Knowledge

#### Bowling 10\textsuperscript{th}-12\textsuperscript{th} Grade

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 ☢</strong></td>
<td><strong>3A</strong>: I am learning to show proper form in movement skills in multiple lifetime activities. &lt;br&gt;Activities: &lt;br&gt;• Video tape skills for Bowling techniques, skills and approaches &lt;br&gt;• Reflection on the mature pattern for specific skill &lt;br&gt;• Refining success criteria around underhand rolling</td>
</tr>
<tr>
<td><strong>3 ☣</strong></td>
<td><strong>3B</strong>: I am learning to use movement concepts and principles to analyze and improve performance of self/or others in a selected skill. &lt;br&gt;Activities: &lt;br&gt;• Videotape skill and provide feedback &lt;br&gt;• Peer feedback &lt;br&gt;• Student roles (motivator, coach, exercise specialist, Referee/Umpire, Equipment manager)</td>
</tr>
<tr>
<td><strong>2 ☂</strong></td>
<td><strong>3C</strong>: I am learning how to apply the specific terminology to the game/activity/skill. &lt;br&gt;Activities: &lt;br&gt;• Specific strategies within the game/activity/skill &lt;br&gt;• History of the game/activity &lt;br&gt;• Application of the specific skill &lt;br&gt;• Application of the fundamental skills &lt;br&gt;• Differentiating strategies within the game/activity/skill</td>
</tr>
<tr>
<td><strong>1 ☁</strong></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.

**Student performance reflects insufficient progress towards foundational skills and knowledge.**
Success Criteria/Mature Pattern:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level (or below knee for bowling)
- Follow through to target.

<table>
<thead>
<tr>
<th>Underhand Roll-8th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Students: 3A- Demonstrate consistently (70% of the time) a mature underhand roll with accuracy and control for one target game such as bowling or bocce. (S1.M18.8)</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Students: 2A- Demonstrate a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
<tr>
<td><strong>3A</strong></td>
<td>I am learning how to demonstrate an underhand roll with accuracy and control.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>Tournament</td>
</tr>
<tr>
<td></td>
<td>2 v 2</td>
</tr>
<tr>
<td></td>
<td>Tic Tac Toe</td>
</tr>
<tr>
<td></td>
<td>Rotation stations</td>
</tr>
<tr>
<td></td>
<td>Roll to targets/distance</td>
</tr>
</tbody>
</table>
### PHY901-Skills and Knowledge-CONTRACT PE

#### Contract PE

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3</td>
<td>3A-I am learning how to demonstrate fitness exercises. <strong>Activities:</strong> (any activity that would be placed underneath the five fitness components) - compare the amount of exercise and activity in fitness related component categories - Walking - Running - Curl-ups - Push-ups</td>
</tr>
<tr>
<td>3</td>
<td>3B-I can use daily fit log platform to log my goals and activities.</td>
</tr>
<tr>
<td>3</td>
<td>3C-I am learning how to create a plan to improve my overall workout regimen. <strong>Activities:</strong> - Reflection journal or log for specific workouts/action plan to work towards personal fitness goal on daily fit log - Monthly reflection forms - SMART goal setting - Journal to describe proper form</td>
</tr>
</tbody>
</table>

#### Students:

| 2         | Identifies 1 or more specialized skills in health-related fitness activities. |
| 2         | Determine a SMART goal in response to your individual fitness assessments. |
| 2         | Identify activities to include in overall workout plan. |

#### 1

Student performance reflects insufficient progress towards foundational skills and knowledge.

### SHAPE Standard 1:

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

### Teacher Clarifications

12th Grade students are eligible to enroll in Contract PE for 1 semester of their senior year provided they meet at least one of the following criteria:

- Student is involved in a work study or other educational program that requires the students' absence from school.
- Student is carrying a full academic schedule for the current semester.
- Student is involved in a school-sponsored athletic program or activity supervised by a staff member with a coaching endorsement.

All other high school students are eligible to enroll in Contract PE provided they meet all of the following criteria:

- Student is carrying a full academic schedule for the current semester.
- Student has no physical education failures to make up from previous years.
- Student is involved in a school-sponsored athletic or activity supervised by a staff member with a coaching endorsement.

### Academic Vocabulary

Health-related fitness, portfolio, plan, reflection, goals
### SHAPE Standard 5:

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

### Teacher Clarifications

Contract PE is a supplemental course that allows students who currently have a full academic schedule for both semesters to fulfill their PE classroom requirement. A student is considered to have a full academic schedule when it is filled with academic courses without any periods of release. For the purposes of identifying whether or not a student has a full academic schedule, travel periods are considered academic courses. See above for the criteria for enrollment into Contract PE. Students will need to complete a total of 3600 minutes of physical activity to meet the .5 credit amount. Students will need to address how they will reach the activity minutes within their fitness plan. Another opportunity for gathering pieces of evidence would be through reflection prompts. For an example:

- Why is it important to balance the health and skill-related components when thinking about your workout?
- Tell me why selecting your own physical activity is essential for a successfully workout?

### Academic Vocabulary

Health benefits, physical activity, reflection, analyze, self-expression, enjoyment

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### Contract PE Engagement

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
</table>
| 4     | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. | 3A-I can participate in self-selected activities outside of the school day. **Activities:** -Selection of the activities and the engagement in the activities 3B-I can choose, participate, and explain why I chose the activities for my personal activity. **Activities:** -Activity plan for the activities to complete to meet the 3600 min. -Reflections on intensity level, increasing intensity to create a challenge. 3C-I am learning how to analyze the health benefits from selecting my own activities for my workout. **Activities:** -Determine a plan to meet the 3600 requirement of minutes logged -Sentence questions/prompts for Reflections  
  - Compare and contrast the reasons why you should select your own activities for your workout?  
  - What specific health benefits do you acquire when you select your own activity for your workout? Why it is important to balance the health and skill related components when thinking about your workout? |
| 3     | Students:  
  - 3A- Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside the school day. (S3.H6.L1)  
  - 3B- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)  
  - 3C- Analyzes the health benefits of a self-selected physical activity. (e.g. using the fitness-related components to compare workout activities) (S5.H1.L1) | |
| 2     | Students:  
  - 2A- Identifies specific activities to participate in outside of the school day.  
  - 2B- Recognizes the benefits of physical activities or dance that meet the need for self-expression and enjoyment.  
  - 2C- Identifies the health benefits of participating in a variety of physical activities. | |
| 1     | Student performance reflects insufficient progress towards foundational skills and knowledge. | |
# Physical Education Department

## PHY901-Personal and Social-CONTRACT PE

### SHAPE Standard 4:

The physically literate exhibits responsible personal and social behavior that respects self and others.

### Teacher Clarifications

**Student Responsibilities:** Thoroughly complete the Contract PE application and make sure both student and guardian signatures are in place.

- Attend Contract PE meeting at the beginning of the semester.
- Log in to Daily Fit Log regularly to record activity minutes.
- Report to Contract PE teacher at designated times for pre-testing and goal setting; record both in Daily Fit Log.
- Report to Contract PE teacher at designated times for post-fitness testing and record results in Daily Fit Log.

Each month, evaluate the Daily Fit Log activity overview and complete an end-of-month reflection followed by the selection of a new goal.

### Contract PE- Personal and Social Behavior

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3         | **3A-** Uses communication skills and strategies to solve problems and think critically to promote dynamics during physical activity. (Working with Others S4.H3/4)  
**3B-** Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. (S4.H1.L1)  
**3C-** Develops and maintains a fitness portfolio (e.g. logging in activity minutes, log of activities being done to reach goals, timeline for improvement) (S3.H12.L2) |
| 2         | **2A-** Identifies specific activities to participate in outside of the school day.  
**2B-** Recognizes the benefits of physical activities or dance that meet the need for self-expression and enjoyment.  
**2C-** Identifies the health benefits of participating in a variety of physical activities. |
| 1         | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### Academic Vocabulary

- Health-related fitness
- Portfolio
- Plan
- Reflection
- Goals
# PHY901-Fitness-CONTRACT PE

## Contract PE- Fitness

### Learning Targets and Activities

#### 3

**Students:**
- **3A** - Develops and maintains a fitness portfolio (e.g. assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)
- **3B** - Reflect upon my exercise regimen utilizing the FITT principle. (S1.H2.L1)
- **3C** - Analyzes components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for these goals using current level of skills and knowledge to implement SMART fitness goal (Specific, Measurable, Achievable, Realistic, and Time/Bound) during class. (S3.H12.L2)

#### 3A

- I am learning how to use my fitness assessments to create a fitness portfolio and workout plan.
- **Activities:**
  - Completion of assessments, score in healthy fitness zone in most of the categories.

#### 3B

- I am learning how to reflect upon my exercise regimen/program using the FITT principle.
- **Activities:** Reflection questions verbal/written
  - F-Frequency (How often are you completing the exercise?)
  - I-Intensity (low, moderate, high)
  - T-Type (activity or choice of exercise)
  - T-Time (amount of time dedicated to the exercise)

#### 3C

- I can apply my current level of skills and knowledge to implement my SMART goal.
- **Activities:**
  - Reflection journal or log for specific workouts/action plan to work towards personal fitness goal
  - Create a personal workout plan to put into a portfolio utilizing personal fitness data points

### Teacher Clarifications

Students will still need to arrange a time to complete their pre and post fitness assessments as these assessments are essential for the student to set their initial fitness goals. Even if the students are planning on completing most all of the course outside of the school day, students will need to arrange and attend the fitness assessment in front of the cooperating Contract PE teacher.

For more information regarding Contract PE guidelines, please see the document here.

### Academic Vocabulary

- FITT Principle, Reflection, Analyze, SMART Goal, Muscular Strength, Muscular Endurance, Cardiorespiratory Endurance, Flexibility, Body Composition, Agility, Balance, Power, Speed, Reaction time, Coordination

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**SHAPE Standard 3:**

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Year Long Topic Proficiency Scales

<table>
<thead>
<tr>
<th>Engagement 9th-12th Grade</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ❗</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 ❌ Students:</td>
<td>o 3A- Participates in moderate to vigorous muscle- and bone-strengthening physical activity. (Fitness Knowledge S3.6)</td>
</tr>
<tr>
<td></td>
<td>o 3B- Adjusts physical activity using a SMART goal for a minimal health standard based on current fitness level. (Fitness Knowledge S3.8)</td>
</tr>
<tr>
<td></td>
<td>o 3C- Identifies positive mental and emotional aspects of participating in a variety of physical activities. (Health S5.2)</td>
</tr>
<tr>
<td>2 ✅ Students:</td>
<td>o 2A- Participates in low to moderate muscle- and bone- strengthening physical activity.</td>
</tr>
<tr>
<td></td>
<td>o 2B- Sets a self-selected SMART physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.</td>
</tr>
<tr>
<td></td>
<td>o 2C- Identifies aspects of participating in a variety of physical activities.</td>
</tr>
<tr>
<td>1 ✗ Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

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

Teacher Clarifications
Consider having reflection questions for students to answer following the unit. After each unit, ask the same question prompt: What part of the unit was most enjoyable? Would you have changed any of the activities? Describe how this unit was able to make a positive impact on your overall health.

Academic Vocabulary
Self-expression, enjoyment
Physically active, health
## Personal and Social Behavior 9th-12th Grade

### Learning Targets

**3A** - I am learning how to consistently be on time and prepared for class.

**3B** - I am learning demonstrate proper etiquette and respect for other and be a team player.

**3C** - I am learning how to solve problems and think critically while working in groups or individually.

**3D** - I am learning how apply best practices while being safe.

### Students:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Arrives on time and prepared for class. (DMPS CER Academic Conduct)</td>
</tr>
<tr>
<td></td>
<td>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or dance. (Rules and Etiquette S4.H2)</td>
</tr>
<tr>
<td></td>
<td>Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups (Working with others S4.H4.L1)</td>
</tr>
<tr>
<td></td>
<td>Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (Safety S4.H5.L1)</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Sometimes arrives on time and prepared for class. (DMPS CER Academic Conduct)</td>
</tr>
<tr>
<td></td>
<td>Sometimes demonstrates responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1)</td>
</tr>
<tr>
<td></td>
<td>Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6)</td>
</tr>
<tr>
<td></td>
<td>Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7)</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

### Teacher Clarifications

Consider pairing each unit focusing on one of the personal and social behavior topics or engagement topic. For example: during your net/wall games unit, focus on **3E** by giving an opportunity for partners to look for the critical elements of underhand serving, and giving peer feedback to improve their performance. Either verbal or through written feedback form. Now you will have two pieces of evidence from one unit (skills and knowledge and personal and social behavior).

### Academic Vocabulary

- Responsible, accepting feedback, resolving conflict, appropriate, safety, etiquette, cooperation, respect, ethical, and non-ethical
### Fitness 9th-12th Grade

<table>
<thead>
<tr>
<th></th>
<th>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>3A-I am learning how to use and compare my fitness results to create a plan of action to help me increase my overall fitness.</td>
</tr>
<tr>
<td></td>
<td>3B-I am learning how to demonstrate proper form.</td>
</tr>
<tr>
<td></td>
<td>3C-I am learning how to set and monitor my personal fitness goal.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td></td>
<td>3A- Develops and maintains a fitness portfolio (e.g. assessment scores, goals for improvement, plan of activities, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)</td>
</tr>
<tr>
<td></td>
<td>3B- Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H2.L1)</td>
</tr>
<tr>
<td></td>
<td>3C- Sets and monitors a fitness goal for health-enhancing level of physical activity and fitness based upon current level of fitness. (S3.H12.L2)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td></td>
<td>2A- Completes fitness assessments (pre &amp; post) (S3.E5.4A)</td>
</tr>
<tr>
<td></td>
<td>2B- Identifies specific health related fitness components and skill related components.</td>
</tr>
<tr>
<td></td>
<td>2C- Identifies fitness goal (SMART) including all components of health-related fitness (eg. Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) related to the students’ individual fitness needs. (S3.H12.L1)</td>
</tr>
<tr>
<td>1</td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

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**Teacher Clarifications**

Consider planning your Fitness unit/topic in October and April as you are completing your FitnessGram assessments. Another opportunity you can create a Fall and Spring Fitness SMART goal sheet. After setting goals, they can plan their warm-up/cool-down activities specifically to meet their needs. Then allow 5 minutes before you start the class for individuals to complete their individual warm-up or cool-down. After students feel more comfortable, allow them to teach their warm-up or cool-down to the class.

---

**SHAPE Standard 3:**

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

---

**Academic Vocabulary**

- Health-related fitness components
- Skill-related components
- warm-up, cool-down
- monitors, fitness
- regimen, fitness plan, and remediation
Glossary Terms

**Critical Elements** - The key components of a motor skills that can be observed, the sum of which result in movement efficiency.

**Dynamic environment (open skills)** - Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment. Examples include: invasion games, such as ultimate and soccer and net/wall games such as volleyball and tennis.

**Fitness Activities** - Activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

**Mature Pattern** - Executing with efficiency the critical elements of the motor skills pattern in authentic environments.

**Non-dynamic environment (closed skills)** - Constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

**Small-sided practice tasks** - Deliberate tasks designed to practice particular skills or tasks.

**Success Criteria** - These are specific techniques that you are “looking for” your students to demonstrate or complete.

**Volley** - To strike or give impetus (the force or energy in which a body a moves) to an object by using a variety of body parts.
Mature Patterns for Skills:

1. Mature Pattern for Throwing Underhand

Five Critical Elements:
- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist.
- Follow through to target.

2. Mature Pattern for Throwing Overhand

Five Critical Elements:
- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through towards target and across body.

3. Mature Pattern for Catching

Five Critical Elements:
- Extend arms outward to reach for ball.
- Thumbs in for catch above waist.
- Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

4. Mature Pattern for Volleying Underhand

Five Critical Elements:
- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.
5. Mature Pattern for Kicking

**Five Critical Elements:**
- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball.
- (Travel in air); contact with ball is made directly behind Center of ball (travel on the ground).
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

6. Mature Pattern for Dribbling

**Five Critical Elements:**
- Knees slightly bent, opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball, slightly behind the ball for travel.
- Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

7. Mature Pattern for Volleying Overhead

**Five Critical Elements:**
- Body aligned and positioned under the ball.
- Knees, arms, and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle (Without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly towards target.

8. Mature Pattern for Striking with Short Implement

**Five Critical Elements:**
- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Follow through for completion of the striking action.
9. Mature Pattern for Striking with Long Implement

Five Critical Elements:

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.
Resources:


SHAPE America, www.shapeamerica.org/.