



Think. Learn. **Grow.**

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

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**Physical Education Curriculum, Instruction, and Assessment**  
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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.

## Table of Contents

- How to use this document.....
- DMPS PE Learning Objectives.....
  
- Document Structures.....
  
- Learning Topics.....
  - Skills and Knowledge.....
  - Engagement.....
  - Fitness.....
  - Personal and Social Behavior.....
  
- Grade Level Goals.....
  
- Grade Level Scales.....
  
- Common Vocabulary.....
  
- Glossary Terms.....



## 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**

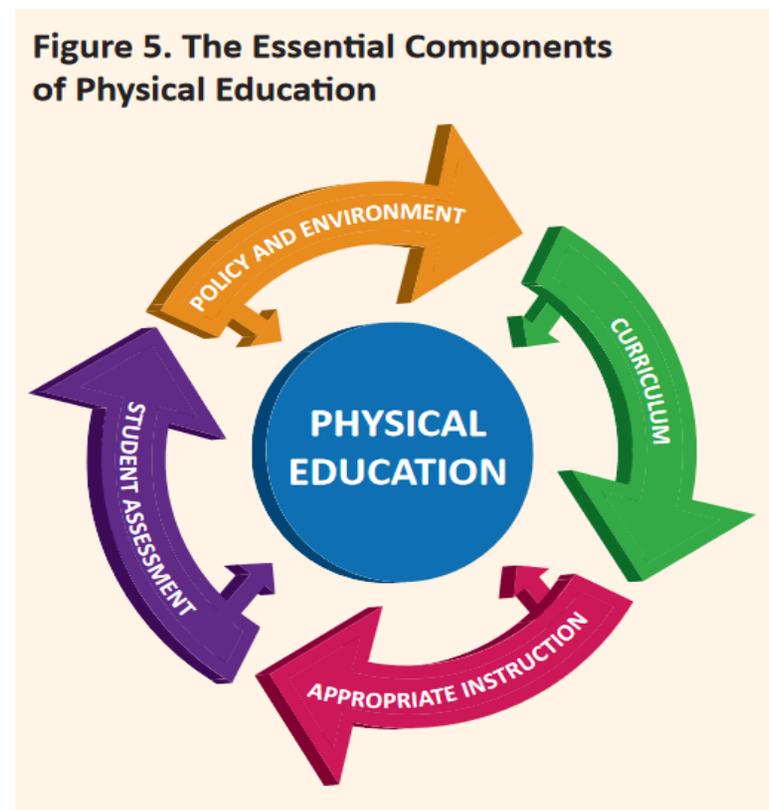
- Measurable, long-term academic growth targets
- Developmentally appropriate activities which assess learning growth for all students
- Pre- and Post-assessment growth of learning
- Year-long learning goals using grade level targets to work towards the learning goal

- **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
- Enjoyable experience for all students

- **The Essential Components of Physical Education (Figure 5)**

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment



## 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.

The Learning Topic is located at the top of the scale.

The Learning Goal is the complete Level 3 of the scale.

Each lettered bullet point represents one Learning Target.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

**Determining a topic score:** when the time comes to identify the Topic Score for a topic, the teacher

**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. Every student, through a teacher’s instruction, moves through Cycle 1, Core Instruction (upper part of the graphic). Cycle 2, Reassessment of Learning (lower part), is kicked off by a student’s not demonstrating mastery of Level 3 in Cycle 1 (not mere disengagement in Cycle 1). Cycle 2 is an option for students after completing the assessment of learning at the end of the unit or end of a chunk of learning. Check the updated [Standards-Referenced Grading handbook](http://grading.dmschools.org) located at [grading.dmschools.org](http://grading.dmschools.org).

## 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.



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

Engagement 6-8 <sup>th</sup>						
4		<ul style="list-style-type: none"> <li>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Below are examples of level four opportunities.</li> </ul>				
3		<table border="1"> <thead> <tr> <th>Student:</th> <th>Learning Targets/Activities</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li><b>3A-</b> Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7)</li> <li><b>3B-</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8)</li> <li><b>3C-</b> Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression &amp; enjoyment SS.M.8)</li> <li><b>3D-</b> Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (SS.M5.6)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><b>3A-</b> I am learning how to identify different types of physical activities and their impact on my own health.</li> <li><b>3B-</b> I am learning how to develop a plan of action and make appropriate decisions based on a challenge.</li> <li><b>3C-</b> I am learning how to identify in activities that prompt enjoyment for my own self-expression.</li> <li><b>3D-</b> I am learning how to engage in a variety of lifetime activities.</li> </ul> </td> </tr> </tbody> </table>	Student:	Learning Targets/Activities	<ul style="list-style-type: none"> <li><b>3A-</b> Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7)</li> <li><b>3B-</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8)</li> <li><b>3C-</b> Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression &amp; enjoyment SS.M.8)</li> <li><b>3D-</b> Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (SS.M5.6)</li> </ul>	<ul style="list-style-type: none"> <li><b>3A-</b> I am learning how to identify different types of physical activities and their impact on my own health.</li> <li><b>3B-</b> I am learning how to develop a plan of action and make appropriate decisions based on a challenge.</li> <li><b>3C-</b> I am learning how to identify in activities that prompt enjoyment for my own self-expression.</li> <li><b>3D-</b> I am learning how to engage in a variety of lifetime activities.</li> </ul>
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1		<ul style="list-style-type: none"> <li>Student's performance reflects insufficient progress towards foundational skills and knowledge.</li> </ul>				

## 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. (9<sup>th</sup> through 12<sup>th</sup> 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 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.

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

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

### Guiding Practices of Standards-Referenced Grading

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

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

- **Learning Topic – Personal and Social Behavior (9-12)**

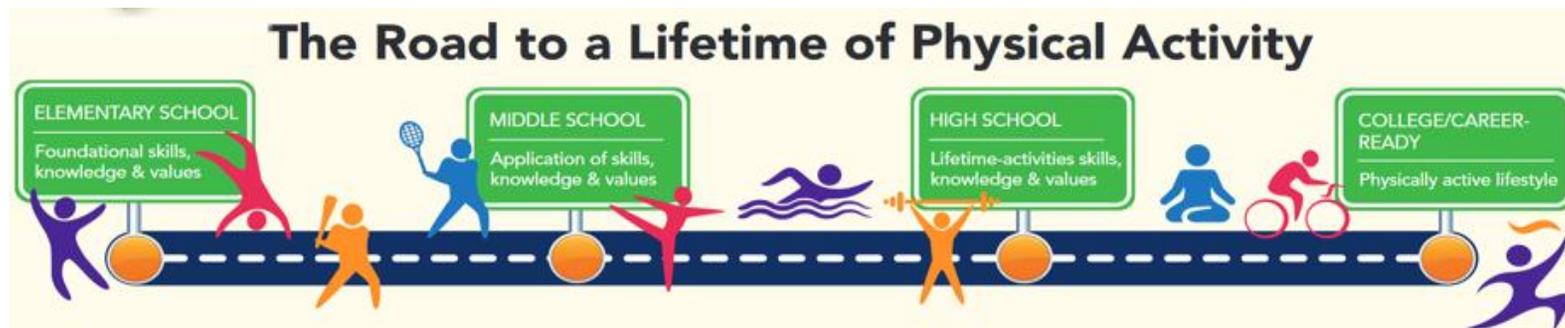
- National Standards alignment:

- **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.



## Physical Education: 2018-2019 High School Course Offerings

<p><b>Lifelong Rec Activities PHY103</b></p>	<p>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.</p> <p>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. <i>(prerequisite for bowling)</i></p>
<p><b>Team Games/Act &amp; Sports PHY105</b></p>	<p>Students will learn a variety of rules, skills, fundamentals, and strategies in multiple team activities. Safety and sportsmanship will be emphasized.</p> <p>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.</p>
<p><b>Creative Contemporary Movement PHY 107</b></p>	<p>The course will focus on the beginning to intermediate level kinesthetic and intellectual understanding of dance principles, terminology, and concert dance techniques.</p> <p>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 workshop program and completing the online content through Canvas.</p>
<p><b>Total Body Fitness &amp; Cond Level 1 PHY109</b></p>	<p>This beginning course is designed to introduce proper lifting techniques, spotting methods, weight room safety, and work out routines.</p> <p>Activities will include by not limited to: a multitude of lifts utilizing free weights, machine weights, as well as an emphasis on conditioning and fitness. District mandated fitness assessments will be administered in pre and post-test form.</p>

<p><b>Fitness Walking PHY115</b></p>	<p>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.</p> <p>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.</p>
<p><b>Unified Peer PE PHY117</b></p>	<p>This combined General Education and Adapted Physical Education class will allow students to improve performance of self and others in recreational and fitness activities. Students will have the opportunity to participate in and make modifications for themselves and/or others in units of recreational activities (cross country skiing, bocce, golf) indoor recreational activities (archery, badminton, table tennis, indoor tennis), movement activities (dance, yoga, drumming), fitness activities (muscular strength/endurance, aerobic capacity, flexibility), along with the opportunity to participate in the adapted athletics sports of soccer, floor hockey, and softball in the roles of coordinator, coach, official, scorekeeper, and athlete.</p> <p>Students will also be introduced to the Paralympic sports of Goalball and sitting volleyball. Students will leave this class with a greater knowledge of how to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>Potential Activities: fitness testing, adapted softball, golf, tennis, badminton, bocce ball, biking, weight training, goalball, bean bag toss, swimming, unified basketball, unified track and field.</p>
<p><b>Total Body Fitness &amp; Cond Level 2 PHY209</b></p>	<p>This advanced course is designed to build upon proper lifting techniques, spotting methods, weight room safety, and work out routines.</p> <p>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.</p> <p>District mandated fitness assessments will be administered in pre and post-test form.</p>
<p><b>High Intensity Fitness PHY120</b></p>	<p>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.</p>

<p><b>Innovative Fitness PHY131</b></p>	<p>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.</p> <p>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.</p>
<p><b>Psychology of Health &amp; Fitness PHY227</b></p>	<p>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.</p> <p>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.</p>
<p><b>Lifeguarding PHY235</b></p>	<p>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.</p>
<p><b>Aquatics PHY241</b></p>	<p>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.</p> <p>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.</p>

<p><b>Methods of Physical Education PHY319</b></p>	<p>This course will provide opportunities to enhance understanding of the teaching profession in physical education and assist with decisions to pursue a career in education. Students will spend time observing, assisting, planning, and teaching in a classroom with a licensed educator.</p> <p>Various opportunities for interacting with students, learning instructional strategies and collaborating with teachers. Students will gain a greater understanding of the daily expectations and implementation of a teacher for physical education.</p>
<p><b>Sports Officiating &amp; Leadership  PHY327 Fall PHY328 Spring</b></p>	<p>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 an 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.</p> <p>Examples, but not limited to: Activities for Fall: Flag Football, Volleyball, Basketball, Swimming</p> <p>Activities for Spring: Track and Field, Tennis, Wrestling, Baseball, Softball</p>
<p><b>Bowling PHY331</b></p>	<p>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.</p> <p>District mandated fitness assessments will be administered in pre and post-test form.</p>
<p><b>Contract PE PHY901</b></p>	<p>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.</p>

## High School Skill Progressions and Success Criteria

Topic	Course/ Unit	Skill & Success Criteria		Skill Progression	
<b>Standard 1 – Demonstrates competency and/or refines activity specific skills in 2 or more activities.</b>					
Skills and Knowledge-	PHY 105- Football	Passing	<p><b>Demonstrates all critical elements:</b>                      Steps with lead foot                      Keep the ball above shoulder height with the correct grip                      Utilizes correct target, positioning, and aiming</p>	SI.HI.LI	<p>Demonstrate competency and/or refines activity specific skills in 2 or more activities (team games).</p> <p>Throw to target with one or no bounces                      Smooth and flowing execution</p> <p>Elongated Step                      Well-timed release</p>
		Distance	<p>Throws uses a medium trajectory (45 degrees) and reaches target                      Movements well-coordinated and timed</p>		
		Power	<p>Step ½ length of height                      Legs used for push-off</p>		
Skills and Knowledge-	PHY 105-Football	Route Running	<p>Can successfully perform the following patterns on command</p>	Route Running	<p>The Hitch                      The Slant/Post                      The Square Out</p> <p>Well-coordinated well-timed unified motion                      Full range of motion resulting in both power and accuracy</p> <p><b>Demonstrates all critical elements:</b>                      70% or more of the time</p>
		Offense/Defense Skills	<p>Reduces open space on defense by making the body larger and reducing passing angles</p> <p>Transitions from offense to defense or defense to offense by recovering quickly</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person from interception or deflection</p>		

<b>Skills and Knowledge-</b>	<b>PHY103 &amp; 105- Offensive Skills</b>	Demonstrates fundamentals of passing	Creates open space from defender			
		Demonstrates fundamentals of receiving a pass				
		Demonstrates movement for correct body positioning				
		Sets up correct defensive positioning				
<b>Skills and Knowledge-</b>	<b>PHY103 &amp; 105- Defensive Skills</b>	Demonstrates basic defensive guarding and/or goalkeeping skills	Closes space from offense in anticipation for interceptions			
		Ability to defend a player away from the ball				
		<b>Skills and Knowledge-</b>		<b>PHY105- Dribbling – with ball control</b>	Dribble with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks	Dribble with dominant and non-dominant hand using a change of speed and direction in small-sided game play
					Foot dribble or dribble with an implement with control, combined with passing in a variety of practice tasks	Foot dribble or dribble with an implement with control, changing speed and direction during small-sided game play
<b>Skills and Knowledge-</b>	<b>PHY105- Dribbling - with passing</b>	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice)			

<b>Skills and Knowledge-</b>	<b>PHY105- Volleyball</b>	<b>Skill 1-Volleyball Pass</b> <ul style="list-style-type: none"> <li>• Athletic Position</li> <li>• Body facing target</li> <li>• Arms extended; hands clasped</li> <li>• Ball contact with forearms; lift with legs</li> </ul>			
<b>Skills and Knowledge-</b>	<b>PHY105-Diamond Sports</b>	<b>Skill 1- Throwing:</b> <ul style="list-style-type: none"> <li>• Steps with opposite foot</li> <li>• Uses correct hip rotation</li> <li>• Arm motion begins with 90 angle, ball passes ear, follow-through across body</li> </ul>	<b>Skill 2- Catching:</b> <ul style="list-style-type: none"> <li>• Contacts ball out of front of body</li> <li>• Uses a cover hand</li> <li>• Brings ball into central point of body (ready to throw)</li> </ul>	<b>Skill 3- Hitting:</b> <ul style="list-style-type: none"> <li>• <b>Body position;</b> flexion of knees, waist, stance</li> <li>• <b>Arm position;</b> front elbow down</li> <li>• <b>Hands;</b> correct grip, leading the bat through the zone</li> </ul>	<b>Skill 4- Fielding:</b> <ul style="list-style-type: none"> <li>• <b>Body position;</b> feet shoulder-width, hands out in front, low to the ground</li> <li>• Ball fielded out in front of body, brought into stomach</li> <li>• Cover hand used over glove when fielding</li> </ul>
<b>Skills and Knowledge-</b>	<b>PHY103- Lifetime Rec Activities</b>	<b>Skill 1- Serve</b> <ul style="list-style-type: none"> <li>• Correct form, non-dominant foot in lead, slight bend at waist, shuttle at knee height</li> <li>• Utilizes wrist snap</li> <li>• Performs short and long serves in practice setting</li> </ul>	<b>Skill 2- Clear</b> <ul style="list-style-type: none"> <li>• Moves feet to reach correct position for clear shot</li> <li>• Utilizes wrist snap to gain power/momentum and drive</li> <li>• Performs underhand/overhand clear in a practice setting</li> </ul>	<b>Skill 3- Drop</b> <ul style="list-style-type: none"> <li>• Moves feet to reach correct position for drop shot</li> <li>• Uses a punch motion to contact the shuttle (little to no back swing/follow-through)</li> <li>• Performs overhand/underhand drop in a practice setting</li> </ul>	<b>Skill 4- Smash</b> <ul style="list-style-type: none"> <li>• Moves feet to set up in correct position for smash</li> <li>• Utilizes correct contact position for effective smash</li> <li>• Performs a smash shot in practice</li> </ul>
<b>Skills and Knowledge-</b>	<b>PHY103- Lifetime Rec Activities-</b>	<b>Skill 1- Throwing a Disc</b> <ul style="list-style-type: none"> <li>• Grip with four fingers under the disc, thumb near top</li> <li>• Step forward with dominant foot raising disc to chest</li> </ul>	<b>Skill 2- Serving Table Tennis</b> <ul style="list-style-type: none"> <li>• Hold ball flat in palm of hand; ball above the table and behind the serve line</li> <li>• Keep racket hand below table; throw the ball in the air</li> </ul>		

		<ul style="list-style-type: none"> <li>• Rotate body back turning shoulders; disc behind body</li> <li>• Shift weight onto front foot as your body uncoils</li> <li>• Follow through with wrist snap</li> </ul>	<ul style="list-style-type: none"> <li>• Strike the ball on your side before it goes over the net</li> <li>• <b>Singles play-</b> anywhere on opponent side</li> <li>• <b>Doubles play-</b> must be diagonal on opponent side</li> </ul>		
Skills and Knowledge-	PHY109- Total Body Fitness LI	<p><b>Skill 1- Bench Press</b></p> <ul style="list-style-type: none"> <li>• Balanced grip on bar (shoulder width)</li> <li>• Eyes under bar</li> <li>• Back flat (not arched)</li> <li>• Feet flat on floor (wide base)</li> <li>• <b>inhale</b> lowering to mid-sternum; <b>three count</b></li> <li>• <b>exhale</b> pushing weight straight; <b>one count</b></li> </ul>	<p><b>Skill 2- Squat</b></p> <ul style="list-style-type: none"> <li>• Just outside shoulder width stance</li> <li>• Wide balanced grip with secured on shoulders</li> <li>• Lower back tucked in/core tight</li> <li>• Push hips back lowering bar to parallel; <b>three count</b></li> <li>• Drive with heels in ground to start position; <b>one count</b></li> </ul>	<p><b>Skill 3- Romanian Deadlift</b></p> <ul style="list-style-type: none"> <li>• Toes pointed straight ahead</li> <li>• Feet shoulder width apart</li> <li>• Knees bump forward slightly</li> <li>• Bar push down to legs to mid-shin; <b>three count</b></li> <li>• Core tight with hips pushing back with back flat</li> <li>• Eyes stay neutral with bar returning to starting position; <b>one count</b></li> </ul>	<p><b>Skill 4- Good Mornings</b></p> <ul style="list-style-type: none"> <li>• Place barbell on top of upper back</li> <li>• Overhand grip</li> <li>• Bend knees</li> <li>• Inhale slowly, bend forward at your hips; <b>three count</b></li> <li>• Exhale pushing hips forward and return to standing position; <b>one count</b></li> </ul>
Skills and Knowledge-	PHY115- Fitness Walking	<p><b>Skill 1- Target Heart Rate</b></p> <ul style="list-style-type: none"> <li>• Find pre and post workout heartrate (wrist/neck/watch)</li> <li>• Determine resting heartrate</li> <li>• Calculate target heartrate</li> <li>• Use heartrate to determine time/intensity for daily activity</li> <li>• Establish personal heartrate goal</li> </ul>	<p><b>Skill 2- Applying Terms</b></p> <ul style="list-style-type: none"> <li>• Identify individual strength performance exercises</li> <li>• Identify individual stretching exercises</li> <li>• Demonstrate both stretching and strength exercises into individual performance-activities</li> <li>• Apply terminology both stretching and strength exercises into individual performance-goal</li> </ul>	<p><b>Skill 3- Behavior-Change Plan</b></p> <ul style="list-style-type: none"> <li>• Identify your target behavior</li> <li>• Identify goal to change your target behavior</li> <li>• Identify and justify the benefits</li> <li>• Collect and analyze data</li> <li>• Develop a self-management plan that aligns with triggers and barriers</li> <li>• Provides strategies for change</li> </ul>	<p><b>Skill 4- Implementation of Behavior-Change Plan</b></p> <ul style="list-style-type: none"> <li>• Target behavior appropriate and represents a challenge</li> <li>• Goal statement meets SMART criteria</li> <li>• Specific metrics identified and align with goal</li> <li>• Baseline and final data represented correctly on comparison graph</li> <li>• Correct analysis with supporting documentation</li> <li>• Identify variety of barriers and triggers</li> </ul>

					<ul style="list-style-type: none"> <li>• Develop a self-management plan that aligns with triggers or barriers</li> <li>• Provided specific strategies for each trigger or barrier</li> </ul>
<b>Skills and Knowledge-</b>	<b>PHY103-Lifetime Rec Activities/ Outdoor Recreation</b>	<p>Activities might include but are not limited to: <i>recreational boating, (e.g. kayaking, canoeing, sailing, rowing); hiking, backpacking, fishing, orienteering or geocaching; ice-skating, skateboarding, snow or water, skiing, snowboarding, snowshoeing, surfing, bouldering, traversing, or climbing, mountain biking, adventure activities, and ropes courses.</i></p>			
<b>Skills and Knowledge</b>	<b>PHY241- Aquatics</b>	<p><b>Skill 1- Entry and Exit</b></p> <ul style="list-style-type: none"> <li>• Stand on edge</li> <li>• Jump or step off- away from wall</li> <li>• Submerge entire body underwater; hair wet</li> <li>• Return to surface</li> <li>• Swim and grasp edge</li> <li>• Exit out of water (ladder, ramp, or lift)</li> </ul>	<p><b>Skill 2- Water Safety Skills</b></p> <ul style="list-style-type: none"> <li>• Think So You Don't Sink</li> <li>• Swim as a Pair, Near a Lifeguard's Chair</li> <li>• Know About Boating Before You Go Floating</li> <li>• Look Before You Leap</li> <li>• Danger of Drains</li> <li>• Hyperventilation and extended breath-holding</li> </ul>	<p><b>Skill 3- Fundamental Swimming Skills</b></p> <ul style="list-style-type: none"> <li>• Swim on Front: (<i>front crawl, breaststroke kick, flutter kicks, dolphin kicks</i>)</li> <li>• Swim on Back: (<i>Elementary backstroke</i>)</li> <li>• Swim on Side: (<i>Scissors kick</i>)</li> </ul>	<p><b>Skill 4- Stroke Development &amp; Exercises</b></p> <ul style="list-style-type: none"> <li>• Breath Control</li> <li>• Submerging</li> <li>• Buoyancy</li> <li>• Changing direction and position</li> <li>• Treading</li> </ul>
<b>Topic</b>	<b>Unit</b>	<b>Standard 4- Personal and Social Behavior</b>			
<b>Personal and Social Behavior-</b>	<b>Individual Skills</b>	<p><b>Altruism:</b> Considerate, kind, unselfish</p> <p><b>Honesty:</b> Free from fraud or deception</p> <p><b>Effort:</b> Active energy to produce a result</p>		<p><b>3A-</b>Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or dance. (Rules and Etiquette S4.H2)</p>	

Personal and Social Behavior	Group Skills	<b>Communication:</b> exchange of through, ideas, or opinions either verbally or non-verbally	<p><b>3B-</b>Uses communication skills and strategies that promote team or group dynamics. (Working with Others S4.H3)</p> <p><b>3C-</b>Apply 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)</p> <p><b>3C-</b>Apply 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)</p>
		<b>Cooperation:</b> a willingness to work with others to produce a common goal	
		<b>Leadership:</b> guides, initiates and/or supports the efforts of others to produce a result	
	Personal Challenge	<b>Risk Taking:</b> taking initiative, participates in spite or accepts challenge	
		<b>Trust:</b> confidence, reliance in one’s self and others	
		<b>Goal Setting:</b> establishing realistic goals	
Group Safety	<b>Safety:</b> free from danger injury or harm		
	<b>Respect:</b> consider worthy or high regard		
	<b>Self-Control:</b> follows directions and rules of personal behavior in group settings		



## Game

Initially students participate in full or modified games. At this stage formative assessment takes place.

## Performance

Students take part in a full or modified game applying all new knowledge and skills. This is the time for summative assessments.

## Game Appreciation

Students are given the chance to enjoy the experience of learning through game play.

# TGfU Model



Learner at the Centre

## Skill Execution

Do the students have the ability to convert their decisions into actions? Can they execute the correct skill to enable their team to succeed?

## Tactical Awareness

Through game play students are encouraged to identify attacking & defending strategies and implement successful tactical action.

## Making Appropriate Decisions

In dynamic situations make real time decisions. These could be with or without the ball.

What Should I Do?

How Should I Do It?

## PHY103- Skills and Knowledge

Lifelong Rec Activities 9 <sup>th</sup> -12 <sup>th</sup> Grade		Learning Targets and Activities
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	
3	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Demonstrate 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)</li> <li>○ <b>3B-</b> Apply 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)</li> <li>○ <b>3C-</b> 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)</li> </ul>	<p><b>3A-</b> I am learning to show proper form in movement skills in multiple lifetime activities.  <b>Activities:</b>                      -Video tape skills for Golf, Ping Pong, and Bowling techniques                      -Reflection on the mature pattern for specific skill                      -Refining success criteria around serving with a small implement</p> <p><b>3B-</b> I am learning how to apply the specific terminology to the game/activity/skill.  <b>Activities:</b>                      -Specific strategies within the game/activity/skill                      -History of the game/activity                      -Application of the specific skill                      -Application of the fundamental skills                      -Differentiating strategies within the game/activity/skill</p>
2	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identify the stages of learning a motor skill. (S2.H3.L2)</li> <li>○ <b>2B-</b> Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)</li> <li>○ <b>2C-</b> Identify different concepts and principles to improve their performance of self or others.</li> </ul>	<p><b>3C-</b> I am learning how to use movement concepts and principles to analyze and improve performance of myself or others in a selected skill.  <b>Activities:</b>                      -Videotape skill and provide feedback                      -Peer feedback</p> <ul style="list-style-type: none"> <li>• -Student roles (motivator, coach, exercise specialist, Referee/Umpire, Equipment manager)</li> </ul>
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

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.

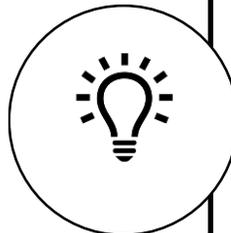
Examples may include:  
**Student Coach** (offers feedback), **Leader** (helps lead and delegate instructions to peers), **Time Manager** (keeps track of group time throughout the challenge), and **Motivator** provides teammates with positive encouragement throughout the challenge).



### Lesson Planning for High School Physical Education

Pages: 255-437

Badminton, Tennis, Beginning Golf



# NET/WALL GAMES

## LEVELS OF TACTICAL COMPLEXITY

	Tactical Problems	Potential Solutions			
<b>1</b>	<b>Consistency</b>	Positioning	Footwork	Skill Mechanics	Accuracy
<b>2</b>	<b>Setting Up For Attack</b>	Shot Placement	Corners	Sides	Front/Back
<b>3</b>	<b>Defending Space</b>	Recovery Position		Formations	
<b>4</b>	<b>Win The Point</b>	Shot Selection	Spin	Force	Shot Location
<b>5</b>	<b>Defending Against Attack</b>	Shot Return	Cover	Block	Close to Net

## PHY105- Skills and Knowledge

Team Games/Activities 9 <sup>th</sup> -12 <sup>th</sup> Grade		Learning Targets and Activities
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	
3	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Demonstrate 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)</li> <li>○ <b>3B-</b> Apply the terminology associated with exercise and participation in selected activities. (S2.H1.L1)</li> <li>○ <b>3C-</b> Use movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</li> </ul>	<p><b>3A-</b> I am learning to demonstrate competency in movement skills in multiple lifetime activities.  <b>Activities:</b>                      -Shooting, Striking, Volley, Forehand, Backhand, and Weight Transfer                      -Throwing, Catching, Passing, Receiving, Offensive Skills, Defensive Skills, Ball Control, and Serving.</p> <p><b>3B-</b> I am learning how to demonstrate and apply the five-health related fitness components while participating in exercises and activities.  <b>Activities:</b>                      -Application of Rules                      -Rules/Skills/Fundamentals/Strategies of the Game                      -History of Game</p> <p><b>3C-</b> I am learning how to use movement concepts and principles to analyze and improve performance of myself or others in a selected skill.  <b>Activities:</b>                      -Self-reflection, peer feedback, accepting feedback</p>
2	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identify the steps to complete activity-specific movement skill in 2 or more activities (team games, outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).</li> <li>○ <b>2B-</b> Identify terminology associated with exercise and participation in selected performance activities.</li> <li>○ <b>2C-</b> Identify movement concepts and principles to provide feedback for improvement on performance.</li> </ul>	
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.

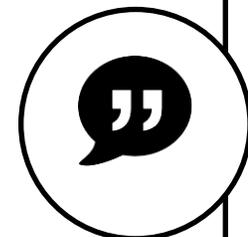


### Teacher Clarifications

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.



### Lesson Planning for High School Physical Education

Pages: 255-437

Badminton, Tennis, Beginning Golf

## Success Criteria for Mature Patterns for Skills in Lifelong Rec/Activities and Team Games

### Success Criteria/Critical Elements for Striking:

#### Implements Long Implements

Floor Hockey  
Golf  
Tennis Racket

#### Small Implements

Tennis Racket  
Badminton Racket  
Pickleball Racket

#### Long Handled

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

#### Short Handled

- Racket back in preparation for striking
- Step with opposite foot as contact is made
- Swing racket paddle from low to high
- Coil and uncoil the trunk in preparation for and execution of the striking action
- Follow through for completion of the striking action

### 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
- Follow through to target

### 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.



### Success Criteria/Critical Elements for Dribbling with Hands/Ball Control:

- Athletic stance
- Use finger pads to contact the ball
- Keep eyes and head up
- Control the ball below the waist

### Success Criteria/Critical Elements for Dribbling Ball Control:

- Contact with the inside or outside of my foot
- Keep the ball close to my body
- Keep my head and eyes up

### Success Criteria/Mature Pattern 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.

# STRIKING & FIELDING GAMES

## LEVELS OF TACTICAL COMPLEXITY



Download courtesy of: <https://www.iphys-ed.com/game-design/>

## Analytic Scale for Forehand and Backhand, Level I

Indicator	Developing	Meeting	Exceeding
<p><b>Critical Elements:</b></p> <p>Grip</p>	<p>One or two critical elements not present:</p> <ul style="list-style-type: none"> <li>-Palm on top of handle</li> <li>-Uses baseball grip with no “V”</li> <li>-Uses incorrect positioning for alternate grips</li> <li>-Uses same grip for forehand and backhand</li> </ul>	<p>Demonstrates all critical elements for forehand and backhand grips:</p> <ul style="list-style-type: none"> <li>- Handshake with racket using preferred hand (forehand-eastern)</li> <li>-Uses correct alternate grip</li> <li>-Forms “V” with thumb and forefinger (backhand)</li> <li>-Supports throat of racket lightly with nonpreferred hand</li> <li>-Places palm of preferred hand at end of racket</li> <li>-Keeps both hands firmly on racket handle (for two-handed backhand)</li> </ul>	<p>Demonstrating all critical elements for forehand and backhand grips:</p> <ul style="list-style-type: none"> <li>-Grip relaxed without undue tension</li> </ul>
<p><b>Critical Elements</b></p> <p>Backswing</p>	<p>One or two critical elements not present:</p> <ul style="list-style-type: none"> <li>-Shoulders remain facing net</li> <li>-Pivot disconnected from turn</li> <li>-Racket remains below waist</li> <li>-No backswing or preparation observed</li> </ul>	<p>Demonstrates all critical elements:</p> <ul style="list-style-type: none"> <li>-Pivots with preferred foot dropping back (forehand) and nonpreferred foot stepping forward (backhand) unless using open stance</li> <li>-Brings racket back on turn at waist height in preparation</li> <li>-Lead shoulder facing net and weight on back foot</li> </ul>	<p>Demonstrates all critical elements:</p> <ul style="list-style-type: none"> <li>-Hold racket parallel to ground throughout backswing</li> <li>-Full range of motion evident in backswing</li> <li>-Backswing well-timed with pivot</li> </ul>
<p><b>Critical Elements</b></p> <p>Forward Swing</p>	<p>One or two critical elements not present:</p> <ul style="list-style-type: none"> <li>-Contacts ball off back foot</li> <li>-Little or no rotation with hips</li> <li>-No weight shift or weight shift badly timed</li> <li>-Racket face either too open or too closed</li> <li>-Swings at ball, not through it</li> </ul>	<p>Demonstrates all critical elements:</p> <ul style="list-style-type: none"> <li>-Keeps wrist firm while swinging</li> <li>-Contact ball well in front of body</li> <li>-Shifts weight from back to front foot by stepping toward net</li> <li>-Turns, with hips creating torque</li> <li>-Keeps racket edge parallel to ground throughout swing</li> <li>-Swings through ball with low-to-high swing</li> </ul>	<p>Demonstrates all critical elements:</p> <ul style="list-style-type: none"> <li>-Swings with well-coordinated and well-timed, unified motion</li> <li>-Full range of motion, resulting in both power and accuracy</li> <li>-Applies topspin to ball</li> </ul>
<p><b>Critical Elements</b></p> <p>Finish</p>	<p>One or two critical elements not present:</p> <ul style="list-style-type: none"> <li>-Follow-through abbreviated</li> <li>-Shoulders remain sideways to net</li> <li>-Ready position not evident</li> </ul>	<p>Demonstrates all critical elements:</p> <ul style="list-style-type: none"> <li>-Follows through</li> <li>-Squares shoulders to net</li> <li>-Returns to ready position with weight on balls of feet</li> </ul>	<p>Demonstrates all critical elements:</p> <ul style="list-style-type: none"> <li>-Full range of motion on follow-through</li> <li>-Assumes ready position with weight on balls of feet in center of court</li> </ul>



# INVASION GAMES

## LEVELS OF TACTICAL COMPLEXITY

	Tactical Problems	Potential Solutions		
<b>1</b>	<b>Maintain Possession</b>	Short Passes	Communication	Support Ball Carrier
<b>2</b>	<b>Regain Possession</b>	Anticipation	Tackling	Pressure Ball Carrier
<b>3</b>	<b>Create Space</b>	Give & Go	Width/Depth	Overlapping Runs
<b>4</b>	<b>Defend Space</b>	Marking	Zone Defence	Clearing the Object
<b>5</b>	<b>Attack the Goal</b>	Shot Placement	Targeted Rebounds	
<b>6</b>	<b>Defend the Goal</b>	Goalkeeping	Cover Area Around the Goal	
<b>7</b>	<b>Set Plays</b>	Corner Kick	Penalty Stroke	

# TARGET GAMES

## LEVELS OF TACTICAL COMPLEXITY

Tactical Problems	Potential Solutions		
<b>Scoring</b>	<b>1</b>	<b>2</b>	<b>3</b>
Close Proximity to Target	Aim	Placement	Spins/Turns
Avoiding Obstacles	Accuracy	Using Other Objects/Obstacles	Communication
Creating a Dynamic Reaction			Placement of Contact
<b>Preventing Scoring</b>	<b>1</b>	<b>2</b>	<b>3</b>
Defend Space		Take Outs	Guards
Getting Last Shot			Blank an End

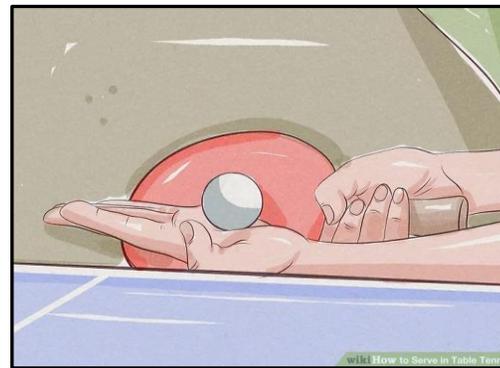
## Success Criteria for Throwing a Disc

- Grip with four fingers under the disc, thumb near top
- Step forward with dominant foot raising disc to chest
- Rotate body back turning shoulders; disc behind body
- Shift weight onto front foot as your body uncoils
- Follow through with wrist snap



## Success Criteria for Serving Table Tennis

- Hold ball flat in palm of hand; ball above the table and behind the serve line
- Keep racket hand below table; throw the ball in the air
- Strike the ball on your side before it goes over the net
- **Singles play**- anywhere on opponent side
- **Doubles play**- must be diagonal on opponent side



# Physical Education Department

## PHY109- Skills and Knowledge

### Total Body Fitness L1- 9<sup>th</sup>-12<sup>th</sup> Grade

4 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	<b>Learning Targets and Activities</b>
3 	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>3A-</b> 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)</li> <li>○ <b>3B-</b> Reflect upon student’s exercise regimen. (S2.H2.L1)</li> <li>○ <b>3C-</b> Design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle (S3.H7.L2)</li> </ul>	<b>3A-</b> I am learning to demonstrate proper body position and self-correcting errors in my technique. <b>Activities:</b> -Squat, Deadlift, Bench press -Max out -RDL, Good Mornings <b>3B-</b> I am learning how to reflect upon my exercise regimen. <b>Activities:</b> -Reflection prompts -Exit tickets <b>3C-</b> I am learning how to <u>design</u> my strength and conditioning program that develops balance and supports a healthy, active lifestyle.
2 	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Attempts proper body position and corrects errors in technique utilizing teacher feedback in a variety of fitness/strength and conditioning exercises.</li> <li>○ <b>2B-</b> Recognize and complete students’ exercise regimen.</li> <li>○ <b>2C-</b> Create a SMART goal utilizing your current level of physical fitness assessment, skills and knowledge.</li> </ul>	<b>3C-</b> I am learning how to <u>implement</u> my strength and conditioning program that develops balance and supports a healthy active lifestyle. <b>Activities:</b> <ul style="list-style-type: none"> <li>• Use fitness data and max out data to determine personal workout program</li> <li>• Self-reflection, peer feedback, accepting feedback</li> </ul>
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

### SHAPE Standard 3:

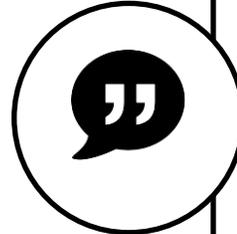
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



### 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.

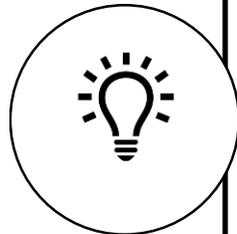
**3C-** Suggestion, with the third learning target, you should break apart the two components to ensure students are able to “design” their program and then work in class with the “implement” phase.



### Lesson Planning for High School Physical Education

Pages: 557-617 Resistance Training Module:

*Introduction to Skill-Related Fitness and Stretching, Assessing Selected Fitness Components, Designing at Home Body Weight Fitness Program, Small Apparatuses, Lower/Upper body machines, Unilateral Exercises, Program Development, Program Practice, Speed and Agility training, Olympic Training and Powerlifting*



# Physical Education Department

## PHY209- Skills and Knowledge

Total Body Fitness L2- 9 <sup>th</sup> -12 <sup>th</sup> Grade	
<b>4</b> 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Demonstrate proper body position by self-correcting errors in technique in a variety of fitness/strength and conditioning exercises: specific examples include: jump squat with bands, bench press with bands, and incline bench press. (S1.H3.L1)</li> <li>○ <b>3B-</b> Reflection upon student's exercise regimen/program. (S2.H2.L1)</li> <li>○ <b>3C-</b> Applying and monitor current level of skills and knowledge to implement SMART goal (Specific, Measurable, Achievable, Realistic, Time/Bound) utilizing fitness assessment scores. (S3.H1.L2)</li> <li>○ <b>3D-</b> Design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle (S3.H7.L2)</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Attempts proper body position and corrects errors in technique utilizing teacher feedback in a variety of fitness/strength and conditioning exercises.</li> <li>○ <b>2B-</b> Recognize and complete students' exercise regimen/program.</li> <li>○ <b>2C-</b> Create a SMART goal utilizing your current level of physical fitness skills and knowledge.</li> <li>○ <b>2D-</b> Recognize specific muscle groups (agonist-antagonists) to build a strength and conditioning workout.</li> </ul>
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.

### 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 muscle groups and supports a healthy, active lifestyle.
- Opposition of lifting regimens, e.g. upper body/lower body

### SHAPE Standard 3:

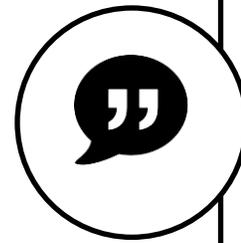
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



### Teacher Clarifications

Focus on initially assessing your student's 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.

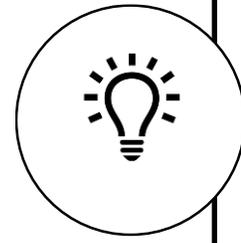
Think about identifying student roles to help divide leadership among your class. Specially to help with safety in the weight room.



### Lesson Planning for High School Physical Education

Pages: 557-617 Resistance Training Module:

*Introduction to Skill-Related Fitness and Stretching, Assessing Selected Fitness Components, Designing at Home Body Weight Fitness Program, Small Apparatuses, Lower/Upper body machines, Unilateral Exercises, Program Development, Program Practice, Speed and Agility training, Olympic Training and Powerlifting*



# Physical Education Department

## PHY115- Skills and Knowledge

Fitness Walking- 9 <sup>th</sup> -12 <sup>th</sup> Grade	
<b>4</b> 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Calculate target heart rate and applies that information to personal fitness plan. (S3.H9.L1)</li> <li>○ <b>3B-</b> Apply terminology associated with exercise and participation in selected individual-performance activities. (S3.H7.L1)</li> <li>○ <b>3C-</b> Create and implement a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)</li> <li>○ <b>2B-</b> Identifies types of strength exercises and stretching exercises for personal fitness development (e.g. strength, endurance, range of motion). (S3.H9.L1)</li> <li>○ <b>2C-</b> Creates a practice plan to improve performance for a self-selected skill in fitness walking. (S2.H3.L1)</li> </ul>
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.

### Learning Targets and Activities

**3A-** I am learning to calculate my own target heart rate and apply my learning to my personal workout plan.

- Activities:**
- THR Worksheet
  - Activity Trackers
  - Personal Workout sheet
  - Fitness Assessments

**3B-** I am learning how to apply specific vocabulary associated with my exercise during class.

- Activities:**
- Compare and Contrast health-related and skill related fitness components

**3C-** I am learning how to create and implement a plan that enhances a healthy, active lifestyle.

- Activities:**
- Fitness Workout Plan
  - Goal Setting Sheet
  - Exit tickets
  - FitnessGram

### 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

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.

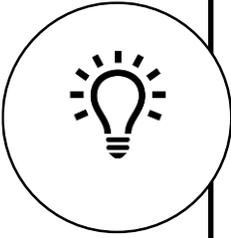
Students should walk at least a minimum of 2 or 3 miles throughout the class period. Circuit training and including different exercises in between walking distances can help increase students overall muscular strength and cardiorespiratory endurance.



### Lesson Planning for High School Physical Education

Pages: 689-751 Fitness Walking

*Introduction to Fitness Walking, Walking Pace, Walking and Heart Rate, Lane Lap Comparisons, Lane Lap Comparisons, Goal Setting, Step Count, Directions Challenge 1-2, Team Challenge Walk, Parcourse 1-2, Comparing Step Totals, Walking Test and Reflection*



# Physical Education Department

## PHY117- Skills and Knowledge

Unified Peer PE “Peers”		Learning Targets and Activities
4 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	
3 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Apply terminology associated with exercise and participation in selected individual-performance activities. (S3.H7.L1)</li> <li>○ <b>3B-</b> Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</li> </ul>	<p><b>3A-</b> I am learning how to apply specific vocabulary associated with my exercise during class.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Compare and Contrast health-related and skill related fitness components</li> </ul> <p><b>3B-</b> I am learning how to create and implement a plan to improve individual performance.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Fitness Workout Plan</li> <li>-Goal Setting Sheet</li> <li>-Exit tickets</li> <li>-FitnessGram</li> </ul>
2 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)</li> <li>○ <b>2B-</b> Identifies types of strength exercises and stretching exercises for personal fitness development (e.g. strength, endurance, range of motion). (S3.H9.L1)</li> </ul>	
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.

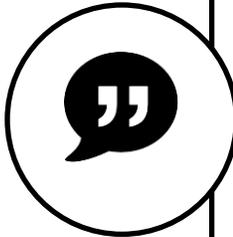


### Teacher Clarifications

Check out our [Unified Physical Education guide](#) for specific support on skill progressions for student athletes. This will help provide specific clarity around skill progressions and scores.

Students should have the opportunity to collaborate with an inclusive environment within this course. A community partnership that is essential for success in the course is the Special Olympics of Iowa.

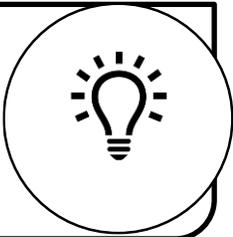
Allow your peers to set up stations’ lifelong recreation themes for the course making sure students are making adaptations with equipment and accommodations for students to feel successful.



### Lesson Planning for High School Physical Education

Pages: 255-437

*Badminton, Tennis, Beginning Golf*



# Physical Education Department

## PHY120- Skills and Knowledge

High Intensity Fitness- 9 <sup>th</sup> -12 <sup>th</sup> Grade	
<b>4</b> 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S1.H3.L1)</li> <li>○ <b>3B-</b> Use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. Reflection upon student’s exercise regimen/program. (S2.H2.L1)</li> <li>○ <b>3C-</b> Design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle (S3.H7.L2)</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)</li> <li>○ <b>2B-</b> Identifies types of strength exercises and stretching exercises for personal fitness development (e.g. strength, endurance, range of motion). (S3.H9.L1)</li> <li>○ <b>2C-</b>Creates a practice plan to improve performance for a self-selected skill in fitness walking. (S2.H3.L1)</li> </ul>
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.

### 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 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

### SHAPE Standard 3:

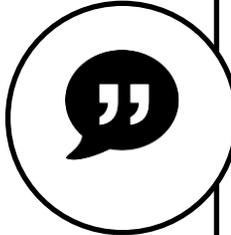
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



### 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.

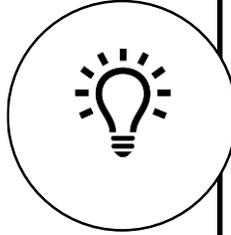
This course is to also provide an opportunity to increase the level students’ fitness knowledge and overall fitness. Think about providing challenges for students to perform that would increase the overall intensity for a specific skill, for example: spinning on the stationary bike, increase the resistance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



### Lesson Planning for High School Physical Education

Pages: 629-687 Fitness Assessment and Program Planning

*Review of Fitness Principles, Physical Activity Log, Health-Related Fitness Assessment, Resistance Training, Modified 1 Repetition Maximum, Zone, Muscle Fitness Workouts 1-3, Aerobics Workouts 1-3, Cardio Kickboxing 1-3, Peer Evaluations of Fitness Plan*



## PHY131- Skills and Knowledge

Innovative Fitness- 9 <sup>th</sup> -12 <sup>th</sup> Grade		Learning Targets and Activities
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	
3	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S1.H3.L1)</li> <li>○ <b>3B-</b> Use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</li> <li>○ <b>3C-</b> Apply stress-management strategies (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)</li> </ul>	<p><b>3A-</b> I am learning how to choose the appropriate level of intensity for myself to experience success.  <b>Activities:</b>                      -Give opportunities for student to determine their level of intensity while entering the classroom                      -Give students a variation of the activity to offer different levels of challenges                      -Color designation to determine levels of intensity</p> <p><b>3B-</b> I am learning how to use movement concepts and principles to analyze and improve my own or others' performance  <b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ Reflection journal or log for specific workouts/action plan to work towards personal fitness goal</li> <li>○ Video tape specific skill and offer feedback to others regarding mature pattern/technique</li> </ul> <p><b>3C-</b> I am learning how to apply stress management strategies to reduce my overall stress.  <b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ Journal to describe stressors/imagery</li> <li>○ Create an action plan to help with stressors</li> <li>○ Daily Fit Log</li> <li>○ Yoga Unit/Tai Chi</li> </ul>
2	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identifies different levels of intensity to challenge participation in a self-selected physical activity.</li> <li>○ <b>2B-</b> Recognize and complete students' exercise regimen.</li> <li>○ <b>2C-</b> Identifies stress-management strategies (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)</li> </ul>	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

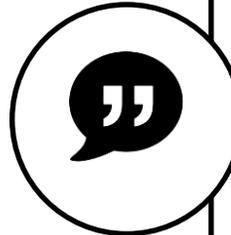
### SHAPE Standard 3:

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



### Teacher Clarifications

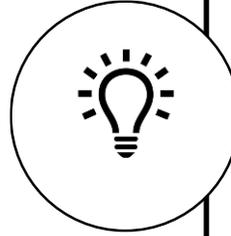
This course provides students with a variety of different work-outs with innovative ideas. Consider allowing your students to create their own innovative work-out to teach to the class or have them video tape a work-out for the class to complete and allowing others to provide feedback from their work-out. 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.



### Lesson Planning for High School Physical Education

Pages: 505-556- Yoga and Stress Management

*Principles of Yoga, Asanas, Standing Practice, Supine Postures, Transitions, Lower Back, Balance, Relaxation, Vinyasa, Shoulders, Student Yoga Sequences, Student Self-Evaluation*



# Physical Education Department

## PHY227- Skills and Knowledge

Psychology of Health & Fitness- 9 <sup>th</sup> -12 <sup>th</sup> Grade	
<b>4</b> 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Create a plan, train for and participate in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event.) (S3.H6.L2)</li> <li>○ <b>3B-</b> Develop and maintain a fitness portfolio. (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)</li> <li>○ <b>3C-</b> Analyze the impact of life choices, motivation, and accessibility on exercise adherence and participation in physical activity. (S3.H5.L2)</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Recognize and complete students' workout regimen</li> <li>○ <b>2B-</b> Create a SMART goal utilizing your current level of physical fitness skills and knowledge (S3.M8.6)</li> <li>○ <b>2C-</b> Recognize and monitor a behavior-modification plan which aligns to overall workout plan.</li> </ul>
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.

### Learning Targets and Activities

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

**Activities:**

- Reflection journal or log for specific workouts/action plan to work towards personal fitness goal
- Compare and contrast of health-related and skill-related components with exercises.

**3B-** I am learning how to create my fitness portfolio to help guide my workouts and meet my overall goals.

**Activities:**

- Reflection journal or log for specific workouts/action plan to work towards personal fitness goal
- Daily fit log
- Goals with incentives

**3C-** I can apply my current level of skills and knowledge to monitor and change my behavior-modification plan.

**Activities:**

- Create a personal workout plan to put into a portfolio utilizing personal fitness data points
- Analyze the impact of personal motivation by reflection and level of intensity.
- Analyze impact of different barriers/accessibility in participating in physical activity.
- Identify and analyze different choices that impact participation in physical activity throughout life.

### 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

Students will need to find a race or a 5K course they would like to compete in as a group. Since most races require an entry fee, you will need to find a way to either

fundraise or provide an opportunity for donations to complete the students' registration. We

**CANNOT** require students to pay for their own entry into the event. Many events will work with DMPS and provide a discounted rate. During the spring semester, you may want to compete in the Drake Relays' 5K race, as our community partnership with Iowa KidsStrong Inc. will help provide funding for all participants.

For more resources: [5Ks Handbook](#) [5Ks Handbook Appendix](#)



### Lesson Planning for High School Physical Education

Pages: 204-254- Multi-Sport Events (Training for 5K)

*Training Principles, Creating a Training Plan, Bike Fitting and Changing a Flat, Cycling Safety, Swim Technique, Running Analysis, Running Form and Intervals, Abstract Presentations, Brick Training (w/ swim), Open-Water Simulation, Final Race Preparation, Race Day, Reflection and Post-Race Celebration*



# Physical Education Department

## PHY235- Skills and Knowledge

Lifeguarding- 9 <sup>th</sup> -12 <sup>th</sup> Grade		
<b>4</b> 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	<b>Learning Targets and Activities</b>
<b>3</b> 	<b>Students:</b> <ul style="list-style-type: none"> <li><b>3A-</b> Apply knowledge and skills of lifeguarding surveillance, facility safety, and rescue techniques</li> <li><b>3B-</b> 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, submerged passive victim in deep water)</li> <li><b>3C-</b> Analyze and provide necessary lifesaving skills when responding to an aquatic emergency and/or injury.</li> </ul>	<b>3A-</b> I am learning how to apply my knowledge of lifeguarding surveillance, facility safety, and use rescue techniques. <b>Activities:</b> -side entries, jumping, fully submerge, etc. <b>3B-</b> I am learning how to show the proper ways to use my water safety skills, equipment, etc. <b>Activities:</b> Refining success criteria around equipment, floating, water emergencies, <b>3C-</b> I am learning how to analyze and provide lifesaving techniques when responding to an aquatic emergency. <b>Activities:</b> -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
<b>2</b> 	<b>Students:</b> <ul style="list-style-type: none"> <li><b>2A-</b> Recognize or identify basic skills for self-rescue and responding to an aquatic emergency.</li> <li><b>2B-</b> 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)</li> <li><b>2C-</b> Identify the proper lifesaving skills when responding to an aquatic emergency and/or injury.</li> </ul>	
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Please see supporting documents for Lifeguarding Pre-course Skills Checklists (\*see page following aquatics)

### 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. Think about a blended approach within the course by having your students enroll and utilize the online content while working towards their certificate.

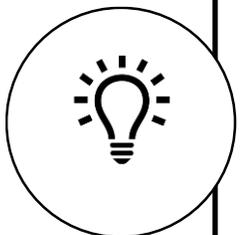
For more resources:  
[Lifeguarding Instructors Manual](#)  
[American Red Cross Swimming Lessons Manual](#)



### Lesson Planning for High School Physical Education

Pages: 149-203- Aquatics

*Aquatics Review, Freestyle and Backstroke, Elementary Backstroke and Rescues, Endurance and Backstroke Open Turns, Water Aerobics, Endurance and Breaststroke, Surface Dives and Dolphin kick, Sidestroke, Endurance and Butterfly, Water Polo, Racing Start and Flip Turns, Mini Swim Meet, Aqua Jogging, Stroke Assessment, Stroke Evaluation/Lifetime Participation, Student-Led Water Aerobics*



## Lifeguarding Precourse Skills Checklist

NAME OF PARTICIPANT										
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>LIFEGUARDING COURSE AND WATERPARK SKILLS MODULE</b>										
<b>1. Swim 300 yards continuously demonstrating breath control and rhythmic breathing.</b> <ul style="list-style-type: none"> <li>Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed.</li> <li>Swim goggles may be used.</li> </ul>										
<b>2. Tread water for 2 minutes using only the legs.</b> <ul style="list-style-type: none"> <li>Candidates should place their hands under the armpits.</li> </ul>										
<b>3. Complete a timed event within 1 minute, 40 seconds.*</b> <ul style="list-style-type: none"> <li>Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.</li> <li>Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.</li> <li>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.</li> <li>Exit the water without using a ladder.</li> </ul>										

\* 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.

NAME OF PARTICIPANT										
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>WATERFRONT SKILLS MODULE</b>										
<b>1. Swim 550 yards continuously demonstrating breath control and rhythmic breathing.</b> <ul style="list-style-type: none"> <li>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.</li> </ul>										
<b>2. Tread water for 2 minutes using only the legs.</b> <ul style="list-style-type: none"> <li>Candidates should place their hands under the armpits.</li> </ul>										
<b>3. Complete a timed event within 1 minute, 40 seconds.</b> <ul style="list-style-type: none"> <li>Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.</li> <li>Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.</li> <li>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.</li> <li>Exit the water without using a ladder.</li> </ul>										
<b>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.</b>										

NAME OF PARTICIPANT	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
	<b>SHALLOW WATER LIFEGUARDING COURSE</b>									
<b>1. Swim 100 yards continuously demonstrating breath control and rhythmic breathing.</b> 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.										
<b>2. Tread water for 2 minutes using only the legs.</b> Candidates should place their hands under the armpits.										
<b>3. Complete a timed event within 50 seconds.</b> <ul style="list-style-type: none"> <li>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.</li> <li>Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object.</li> <li>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.</li> <li>Exit the water without using a ladder or steps.</li> </ul>										

NAME OF PARTICIPANT	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
	<b>AQUATIC ATTRACTION LIFEGUARDING (WATER ≤ 3') COURSE</b>									
<b>1. Complete the water competency sequence:</b> <ul style="list-style-type: none"> <li>Step into the water from the side and totally submerge.</li> <li>Recover to the surface, then maintain position for 1 minute by treading water or floating (or a combination of the two)</li> <li>Rotate one full turn and orient to the exit.</li> <li>Level off and swim on the front or back, 25 yards.</li> <li>Exit the water without using steps or a ladder.</li> </ul>										
<b>2. Complete a timed event within 50 seconds.</b> <ul style="list-style-type: none"> <li>Starting in the water, walk or swim 20 yards.</li> <li>Swim goggles are not allowed.</li> <li>Submerge to a depth of 3 feet to retrieve a 10-pound object.</li> <li>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.</li> <li>Exit the water without using a ladder or steps.</li> </ul>										

### Personal Floatation Devices:

**Type 1**-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 11**-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 111**-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.



# Physical Education Department

## PHY24 I-Skills and Knowledge

Aquatics-9 <sup>th</sup> -12 <sup>th</sup> Grade	
<b>4</b> 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Enter water by stepping or jumping in from the side, fully submerge, then recover to the surface and return to the side.</li> <li>○ <b>3B-</b> 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)</li> <li>○ <b>3C-</b> Develop a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges regarding aquatic emergencies (i.e. classify and identify next steps/procedures for self-rescues and aquatic emergencies.)</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Recognize basic skills for self-rescue and responding to an aquatic emergency.</li> <li>○ <b>2B-</b> 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)</li> <li>○ <b>2C-</b> Identifies next steps/procedures for self-rescues and aquatic emergencies (i.e. personal floatation devices)</li> </ul>
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.

### Learning Targets and Activities

**3A-** I am learning the proper way of entering/exiting the water.  
**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 develop a plan of action and make appropriate decisions based on the plan, when facing an individual or group challenges regarding 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  
**3B-** I am learning how to assess and respond to certain behaviors that

### SHAPE Standard 1:

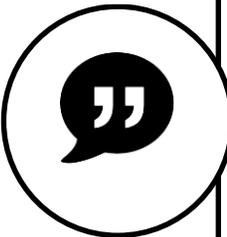
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



### 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 with your coordinator when you're on cycle for renewal.

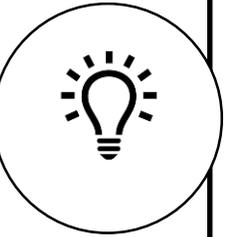
[www.instructorcorner.com](http://www.instructorcorner.com)



### Lesson Planning for High School Physical Education

Pages: 149-203- Aquatics

*Aquatics Review, Freestyle and Backstroke, Elementary Backstroke and Rescues, Endurance and Backstroke Open Turns, Water Aerobics, Endurance and Breaststroke, Surface Dives and Dolphin kick, Sidestroke, Endurance and Butterfly, Water Polo, Racing Start and Flip Turns, Mini Swim Meet, Aqua Jogging, Stroke Assessment, Stroke Evaluation/Lifetime Participation, Student-Led Water Aerobics*



## PHY327/328-Skills and Knowledge

Sports Officiating and Leadership		Learning Targets and Activities
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>3A- Demonstrate 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)</li> <li>3B- Use movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</li> </ul>	<p><b>3A-</b>I am learning to demonstrate competency in movement skills in multiple lifetime activities.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate officiating skills/rules regulations</li> <li>-Mastery of skills in the activity of choice</li> <li>-( e.g. apply the signals and make appropriate calls in competitive situations)</li> </ul> <p><b>3B-</b> I am learning how to use movement concepts and principals to analyze and improve performance of myself or others in a selected skill.</p> <p>( e.g. apply the signals and make appropriate calls in competitive situations and reflect upon the checklist to make necessary adjustments to improve performance)</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Evaluation checklist</li> <li>-Reflection upon the checklist</li> <li>-Videotaping</li> </ul>
2	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>2A- Identify terminology and appropriate signals associated with specific team games and activities related to officiating.</li> <li>2B- Identify the rules and regulations of specific team games and activities related to officiating.</li> </ul>	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

### SHAPE Standard I:

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



### Teacher Clarifications

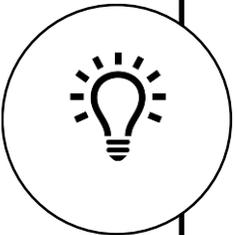
This course is designed to give students an opportunity to dig deeper into officiating all different sports. From applying the appropriate signals, calls, and managing a competitive environment, students can engage with real authentic experiences throughout the entire semester. Students can receive access 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.



### Lesson Planning for High School Physical Education

Pages: 629-687 Fitness Assessment and Program Planning

*Review of Fitness Principles, Physical Activity Log, Health-Related Fitness Assessment, Resistance Training, Modified 1 Repetition Maximum, Zone, Muscle Fitness Workouts 1-3, Aerobics Workouts 1-3, Cardio Kickboxing 1-3, Peer Evaluations of Fitness Plan*



# Physical Education Department

## PHY33 I-Skills and Knowledge

Bowling 10 <sup>th</sup> -12 <sup>th</sup> Grade	
<b>4</b> 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Demonstrate competency and/or refines activity-specific movement skills in 2 or more lifetime activities (i.e. approach, underhand roll, accuracy) (S1.H1.L1)</li> <li>○ <b>3B-</b> Use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</li> <li>○ <b>3C-</b> Apply the terminology associated with exercise and participation in selected individual-performance activities (i.e. history of the game, rules, application of skill, strategies. (S2.H1.L1)</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identifies the stages of learning a motor skill. (S2.H3.L2)</li> <li>○ <b>2B-</b> Identify different concepts and principles to improve their performance of self or others.</li> <li>○ <b>2C-</b> Identify terminology associated with exercise and participation in individual-performance activities related to health-related fitness components. (S5.M1.8)</li> </ul>
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.

### Learning Targets and Activities

**3A-** I am learning to show proper form in movement skills in multiple lifetime activities.

**Activities:**

- Video tape skills for Bowling techniques, skills and approaches
- Reflection on the mature pattern for specific skill
- Refining success criteria around underhand rolling

**3B-** I am learning how to use movement concepts and principles to analyze and improve performance of myself or others in a selected skill.

**Activities:**

- Videotape skill and provide feedback
- Peer feedback
- Student roles (motivator, coach, exercise specialist, Referee/Umpire, Equipment manager)

**3C-** I am learning how to apply the specific terminology to the game/activity/skill.

**Activities:**

- Specific strategies within the game/activity/skill
- History of the game/activity
- Application of the specific skill
- Application of the fundamental skills
- Differentiating strategies within the game/activity/skill

### SHAPE Standard 1:

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



### Teacher Clarifications

**\*Competency/refinement clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Control clarification:** student will perform the behavior/skill maintaining control of the ball.

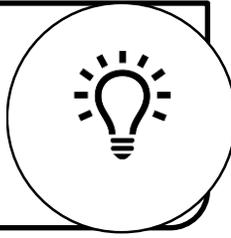
**Target Reference:** consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

For more resources:  
<http://openphased.org/curriculummodules>  
<https://bowl.com/bowlersed/>



### Academic Vocabulary

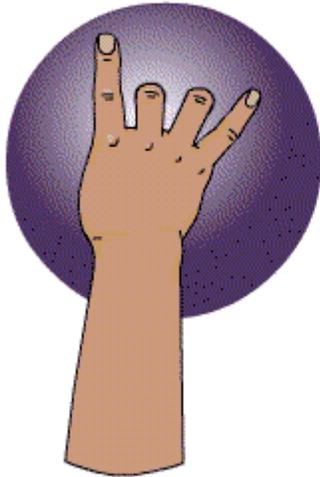
Mature pattern, underhand roll, release, target, consistency and accuracy



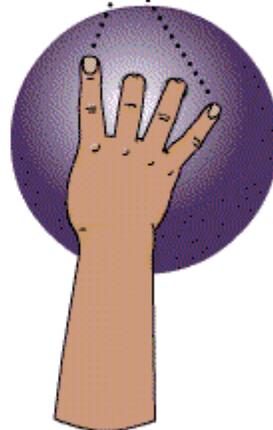
## Success Criteria/Mature Pattern for Underhand Roll:

- 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.

proper hand placement for the conventional grip



pinky and index fingers rest on the sides of the finger holes for comfort



Picture courtesy of: <http://jeremiamia.tripod.com/bowling/bowltips.html>

Underhand Roll-8 <sup>th</sup> Grade		
4 ▲	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	<b>Learning Targets and Activities</b>
3 🔒	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Demonstrate consistently (70% of the time) a mature underhand roll with accuracy <b>and</b> control for one target game such as bowling or bocce. (S1.M18.8)</li> </ul>	<b>3A-I</b> am learning how to demonstrate an underhand roll with accuracy and control. <b>Activities:</b> <ul style="list-style-type: none"> <li>• Tournament</li> <li>• 2 v 2</li> <li>• Tic Tac Toe</li> <li>• Rotation stations</li> <li>• Roll to targets/distance</li> </ul>
2 +	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Demonstrate a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)</li> </ul>	
1 ✖	Student performance reflects insufficient progress towards foundational skills and knowledge.	



## PHY90 I-Skills and Knowledge-CONTRACT PE

Contract PE		
<b>4</b>	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	<b>Learning Targets and Activities</b>
<b>3</b>	<b>Students:</b> <ul style="list-style-type: none"> <li><b>3A-</b> Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</li> <li><b>3B-</b> 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, monthly reflections) (S3.H11.L2)</li> <li><b>3C-</b> Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</li> </ul>	<b>3A-</b> I am learning how to demonstrate fitness exercises. <b>Activities:</b> (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 <b>3B-</b> I can use daily fit log platform to log my goals and activities. <b>3C-</b> I am learning how to create a plan to improve my overall workout regimen. <b>Activities:</b> <ul style="list-style-type: none"> <li>Reflection journal or log for specific workouts/action plan to work towards personal fitness goal on daily fit log</li> <li>Monthly reflection forms</li> <li>SMART goal setting</li> <li>Journal to describe proper form</li> </ul> Create a personal workout plan to put into a portfolio utilizing personal fitness data points
<b>2</b>	<b>Students:</b> <ul style="list-style-type: none"> <li><b>2A-</b> Identifies 1 or more specialized skills in health-related fitness activities.</li> <li><b>2B-</b> Determine a SMART goal in response to your individual fitness assessments.</li> <li><b>2C-</b> Identify activities to include in overall workout plan.</li> </ul>	
<b>1</b>	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

Students and staff will use the Canvas course to teach this course online. Eligibility has not changed. 12<sup>th</sup> 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 the following criteria:

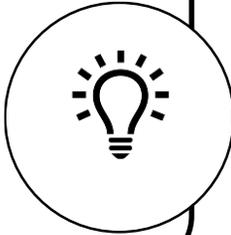
- Student is carrying a full academic schedule for the current semester.
- Student has no physical education failures to make up from previous years.
- Student is involved in a school-sponsored athletic



### Lesson Planning for High School Physical Education

Pages: 629-687 Fitness Assessment and Program Planning

*Review of Fitness Principles, Physical Activity Log, Health-Related Fitness Assessment, Resistance Training, Modified 1 Repetition Maximum, Zone, Muscle Fitness Workouts 1-3, Aerobics Workouts 1-3, Cardio Kickboxing 1-3, Peer Evaluations of Fitness Plan*



## PHY90 I-Engagement-CONTRACT PE

Contract PE- Engagement		Learning Targets and Activities
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside the school day. (S3.H6.L1)</li> <li>○ <b>3B-</b> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)</li> <li>○ <b>3C-</b> Analyzes the health benefits of a self-selected physical activity. (e.g. using the fitness-related components to compare workout activities) (S5.H1.L1)</li> </ul>	<p><b>3A-I</b> can participate in self-selected activities outside of the school day.  <b>Activities:</b>                      -Selection of the activities and the engagement in the activities  <b>3B-</b> I can choose, participate, and explain why I chose the activities for my personal activity.  <b>Activities:</b>                      -Activity plan for the activities to complete to meet the 3600 min.                      -Reflections on intensity level, increasing intensity to create a challenge.  <b>3C-</b> I am learning how to analyze the health benefits from selecting my own activities for my workout.  <b>Activities:</b>                      -Determine a plan to meet the 225 every 2 weeks requirement of minutes logged                      -Sentence questions/prompts for Reflections</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reasons why you should select your own activities for your workout?</li> <li>• What specific health benefits do you acquire when you select your own activity for your workout?</li> </ul> <p>Why it is important to balance the health and skill related components when thinking about your workout?</p>
2	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identifies specific activities to participate in outside of the school day.</li> <li>○ <b>2B-</b> Recognizes the benefits of physical activities or dance that meet the need for self-expression and enjoyment.</li> <li>○ <b>2C-</b> Identifies the health benefits of participating in a variety of physical activities.</li> </ul>	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

### 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 fulfil 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 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 225 minutes of physical activity every two weeks to meet the .5 credit amount. Students will need to address how they will reach the activity minutes within their fitness plan.

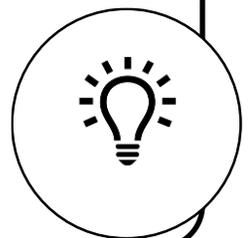
Another opportunity for gathering pieces of evidence would be through reflection prompts. For an example:

- *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



## PHY901-Personal and Social-CONTRACT PE

Contract PE- Personal and Social Behavior		Learning Targets and Activities
<b>4</b> 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
<b>3</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. (S4.H1.L1)</li> <li>○ <b>3B-</b> 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)</li> <li>○ <b>3C-</b> Apply best practices for participating safely in physical activity, exercise and dance (i.e. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1)</li> </ul>	<p><b>3A-</b> I am learning how to communicate with my contract PE teacher on a regular basis.</p> <ul style="list-style-type: none"> <li>-Attend contract PE initial meeting</li> <li>-Complete pre/post fitness assessments</li> </ul> <p><b>3B-</b> I can manage myself to modify my physical activity as needed when overcoming different challenges.</p> <ul style="list-style-type: none"> <li>-Specific examples on how to modify activity levels. (e.g. due to exhaustion, practices schedules vs. game days, intensity levels, and sickness)</li> <li>-How are they meeting their activity minutes monthly?</li> </ul> <p><b>3C-</b> I am learning how to monitor and use daily fit log to enter in my daily activity minutes on daily fit log.</p> <ul style="list-style-type: none"> <li>-Activity log (3600 minutes = 60 hours of activity)</li> <li>-Self-officiating exercises</li> <li>-Goals for activities and timelines for improvement</li> </ul>
<b>2</b> 	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identifies specific activities to participate in outside of the school day.</li> <li>○ <b>2B-</b> Recognizes the benefits of physical activities or dance that meet the need for self-expression and enjoyment.</li> <li>○ <b>2C-</b> Identifies the health benefits of participating in a variety of physical activities.</li> </ul>	
<b>1</b> 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

### 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 the Canvas course regularly to complete the course content, record your physical activity data, complete student reflections.

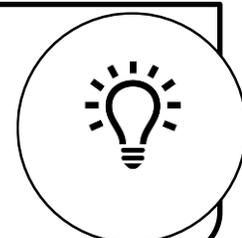
Report to Contract PE teacher at designated times for pre-testing/post-testing and goal setting; record both in Canvas.

Each month, provide specific feedback to students through the Canvas platform.



### Academic Vocabulary

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



## PHY90 I-Fitness-CONTRACT PE

Contract PE- Fitness		Learning Targets and Activities
<b>4</b> 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
<b>3</b> 	<b>Students:</b> <ul style="list-style-type: none"> <li><b>3A-</b> 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)</li> <li><b>3B-</b> Reflect upon my exercise regimen utilizing the FITT principle. (S1.H2.L1)</li> <li><b>3C-</b> Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</li> </ul>	<b>3A-</b> I am learning how to use my fitness assessments to create a fitness portfolio and workout plan. <b>Activities:</b> -Completion of assessments, score in healthy fitness zone in most of the categories. <b>3B-</b> I am learning how to reflect upon my exercise regimen/program using the FITT principle. <b>Activities: Reflection questions verbal/written</b> 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) <b>3C-</b> I can apply my current level of skills and knowledge to implement my SMART goal. <b>Activities:</b> 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
<b>2</b> 	<b>Students:</b> <ul style="list-style-type: none"> <li><b>2A-</b> Completes fitness assessments (S3.E5.4A)</li> <li><b>2B-</b> Identifies health related fitness components and skill related components.</li> <li><b>2C-</b> 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.</li> </ul>	
<b>1</b> 	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

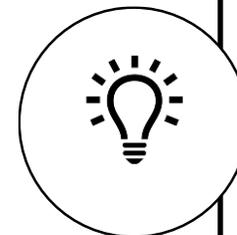
Students will still need to arrange a time to complete their pre and post fitness assessments as these assessments are essential for the student to set their initial fitness goals. Even if the students are planning on completing most all the course outside of the school day, students will need to arrange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

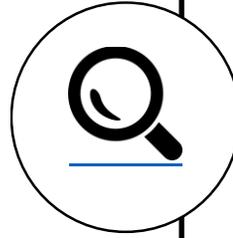


## Year Long Topic Proficiency Scales

Engagement 9 <sup>th</sup> -12 <sup>th</sup> Grade		Learning Targets
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3 	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Participate in moderate to vigorous muscle- and bone-strengthening physical activity. (Fitness Knowledge S3.M6)</li> <li>○ <b>3B-</b> Adjust pacing to keep heart rate in the target zone, using available technology (e.g. heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)</li> <li>○ <b>3C-</b> Identify positive mental and emotional aspects of participating in a variety of physical activities. (Health S5.M2)</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>3A-</b> I am participating in moderate to vigorous physical activity.</li> <li>○ <b>3B-</b> I am learning how to continually adjust my physical activity based on my overall fitness goal.</li> <li>○ <b>3C-</b> I am learning how to identify activities that prompt enjoyment for my own self-expression.</li> </ul>
2 	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Participate in low to moderate muscle- and bone- strengthening physical activity.</li> <li>○ <b>2B-</b> Set a self-selected SMART physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.</li> <li>○ <b>2C-</b> Identify aspects of participating in a variety of physical activities.</li> </ul>	
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

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?*

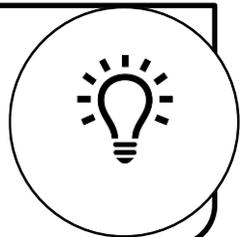


*-Describe how this unit was able to make a positive impact on your overall health.*

### Academic Vocabulary

Self-expression, enjoyment

Physically active, health



## Personal and Social Behavior 9<sup>th</sup>-12<sup>th</sup> Grade

Personal and Social Behavior 9 <sup>th</sup> -12 <sup>th</sup> Grade		Learning Targets
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or dance. (Rules and Etiquette S4.H2)</li> <li>○ <b>3B-</b> Uses communication skills and strategies that promote team or group dynamics. (Working with Others S4.H3)</li> <li>○ <b>3C-</b> Apply 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)</li> </ul>	<b>3A-</b> I am learning demonstrate proper etiquette and respect for other and be a team player.  <b>3B-</b> I am learning how to communicate specific skills and strategies to help promote my team/group dynamics.  <b>3C-</b> I am learning how apply best practices while being safe.
2	<b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6)</li> <li>○ <b>2B-</b> Identifies communication skills that contribute to team or group dynamics. (Working with others)</li> <li>○ <b>2C-</b> Determines how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7)</li> </ul>	
1	○ Student performance reflects insufficient progress towards foundational skills and knowledge.	

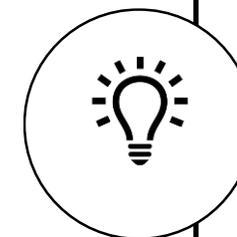
### SHAPE Standard 4:

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



### Academic Vocabulary-

Responsible, accepting feedback, resolving conflict, safety, etiquette, cooperation, and respect



### 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).



Fitness 9 <sup>th</sup> -12 <sup>th</sup> Grade		Learning Targets
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3 	<b>Students:</b> <ul style="list-style-type: none"> <li>3A- Develop and maintain 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)</li> <li>3B- Set and monitor a fitness goal for health-enhancing level of physical activity and fitness based upon current level of fitness. (S3.H12.L2)</li> </ul>	<b>3A-</b> I am learning how to use and compare my fitness results to create a plan of action to help me increase my overall fitness.  <b>3B-</b> I am learning how to set and monitor my personal fitness goal.
2 	<b>Students:</b> <ul style="list-style-type: none"> <li>2A- Completes fitness assessments (pre &amp; post) (S3.E5.4A)</li> <li>2B- 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)</li> </ul>	
1 	<ul style="list-style-type: none"> <li>Student performance reflects insufficient progress towards foundational skills and knowledge.</li> </ul>	

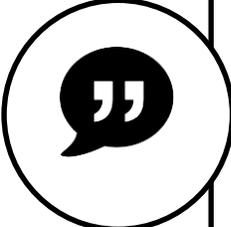
**SHAPE Standard 3:**

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



**Teacher Clarifications**

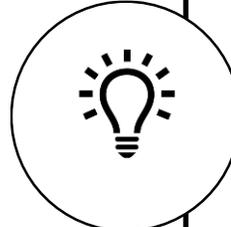
Consider planning your Fitness unit/topic in October and April as you are completing your FitnessGram assessments. Another opportunity you can create a Fall and Spring Fitness SMART goal sheet. After setting goals, they can plan their warm-up/cool-down activities specifically to meet their needs. Then 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.



**Lesson Planning for High School Physical Education**

Pages: 629-687 Fitness Assessment and Program Planning

*Review of Fitness Principles, Physical Activity Log, Health-Related Fitness Assessment, Resistance Training, Modified 1 Repetition Maximum, Zone, Muscle Fitness Workouts 1-3, Aerobics Workouts 1-3, Cardio Kickboxing 1-3, Peer Evaluations of Fitness Plan*





## HEALTH-RELATED FITNESS COMPONENTS



### CARDIOVASCULAR ENDURANCE

Your body's ability to deliver oxygen to working muscles during exercise.



### MUSCULAR ENDURANCE

Your muscles' ability to exert force repeatedly or for an extended period of time.



### MUSCULAR STRENGTH

Your muscles' ability to exert a maximum amount of force in one effort.



### FLEXIBILITY

Your muscles and joints' ability to move through their full range of motion.



### BODY COMPOSITION

Your body's ratio of lean muscle to stored fat.



# SKILL-RELATED FITNESS COMPONENTS



## SPEED

The ability to perform actions or cover distance quickly.



## POWER

The ability to combine both speed and force in movements and actions.



## AGILITY

The ability to quickly change direction without losing speed or power.



## BALANCE

The ability to stabilize the body both in movement and when maintaining stillness.



## COORDINATION

The ability to use your senses in combination with your actions when in movement.



## REACTION TIME

The ability to respond quickly to what you feel, see or hear.



## TUNING IN

What do you know about this game/sport?  
What questions do you have?  
What do you need to know?  
What is a possible answer to my question?  
What interests you about what we are doing?  
How does it make you feel?  
What other activities/sports are similar to this?  
What experiences of this have you already had?  
Why might this be of value/interest to you?

## FINDING OUT

What equipment/resources do we need?  
Where can we find them?  
How can you find the answers to your questions?  
Who is an expert at this activity/sport?  
How can you improve at this activity/game?  
Who can help you to improve?  
What strategies/tactics will help you to succeed this game?

## TAKING ACTION

How can you share your new knowledge/skills?  
Who will you share this with?  
What have I learnt that I can use in other games/sports?  
How has my understanding of this game/sport changed?  
What was your highlight of this activity/game?

## REFLECTING

What have you learnt about this sport/game?  
Why is this important?  
How do you feel about your improvement and understanding of this game?  
Are you satisfied with your improvement?  
Have you answered your earlier questions?  
What have you learnt about yourself?

## GOING FURTHER

How can the tactics/strategies be applied to other games/activities?  
How can you help your team members to better perform/understand the game?  
What can you do to improve your understanding/performance even further?  
What goals do you now have for further improvement?  
How might you stretch or challenge yourself further?

## SORTING OUT

Which questions have you already answered?  
What new questions do you have?  
What is the most important thing to understand about this activity/sport?  
What has been helpful in improving your skills/understanding of this game?  
What is not helpful?  
How is your skill set changing/growing?  
What connections are you making?

# Teacher Questions for Reflecting on #PhysEd Understandings

Adapted for #PhysEd from

Kath Murdoch - "Phases of Inquiry" - 2010

<http://kathmurdoch.com.au/uploads/media/phasesofinquiry.pdf>

## 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 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.

### 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.

### 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.

### 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.

## 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.

## 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.

## 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:

“American Red Cross.” *Instructorscorner.com*, [www.instructorscorner.com/](http://www.instructorscorner.com/).

“Welcome to OPEN – the Online Physical Education Network.” *OPEN Physical Education Curriculum*, [www.openphysed.com/](http://www.openphysed.com/).

Couturier, Lynn, et al. *National Standards & Grade-Level Outcomes for K-12 Physical Education*. Human Kinetics, 2014.

Doan, Robert John. *Lesson Planning for Middle School Physical Education*. Human Kinetics, 2017.

Feith, Joey. *ThePhysicalEducator.com*.

Physical Education with Purpose. *Iphys-Ed.com*

*In School Bowling*, [www.inschoolbowling.com/](http://www.inschoolbowling.com/).

*SHAPE America*, [www.shapeamerica.org/](http://www.shapeamerica.org/).



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