

PE Essential Standards

Due back to your site principal by September 15, 2023

PLC Members

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Subject Area/Area of Focus (please list grade levels and subject areas as applicable)

Physical Education 9
Physical Education 10
Strength & Conditioning (10-12)

Essential Standards (please select 5-10 standards/skills that you've selected from materials provided, or materials you have discovered. Please note: the standards you choose must allow for frequent data collection, in other words, you will need to create assessments that evaluate the progress your students are making towards these standards)

1. 1.2 HS Course 1&2 ***Demonstrate proficient movement skills in individual/dual activities***
2. 1.3 HS Course 1&2 ***Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance in individual and dual activities.***
3. 2.3 HS Course 1&2 ***Meet health-related physical fitness standards established by a scientifically based health related fitness assessment (FitnessGRAM)***
4. HS Course 3F ***Meet increasingly higher levels of speed, strength, power, and endurance***
5. HS Course 3F ***Develop and use a personal fitness log to record all workout data on a daily basis***

Our Rationale (this will be used for future discussions and also for your support personnel to help you along the way to achieve these goals)

These standards will help students gain access to different sports, games, and other physical activities to encourage them to be physically active throughout their lives.

Deconstructing Essential Standards

DUE: September 28, 2023. PLEASE SHARE THIS WITH SARAH G.

As a PLC you've selected at least 5 essential standards for the year, hurray! To support the work of creating SMART goals that focus on specific essential standards, here's an exercise that helps identify the targets of each standard you selected.

Taking each of the 5 (or more) standards you selected, examine what the standard is asking students in terms of: a) knowledge b) reasoning c) performance skill and/or d) product. In student friendly language ("I can" statements) reword the standard to address what it targets. See ELA & Math examples for details. **Please note the standards you selected may or may not address all four categories. My example demonstrates that. If none of your standards address one specific target, please consider adding and/or replacing for a standard that does.**

ELA Example

STANDARD 1 DECONSTRUCTED			
11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed?	How are students using knowledge to solve a problem, make a decision, etc?	What must students be able to do? How are they using knowledge and reasoning to perform a task?	What are students asked to produce or create?
I can identify the author's structure and choices as well as my personal reaction...	I can evaluate my personal reaction. I can interpret how an individual choice impacts the meaning of the whole text.	I understand how to interpret and evaluate a text in order to perform an analysis.	N/A

Math Example

STANDARD DECONSTRUCTED			
CCS.M1.A-REI.3: "Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters."			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed	How are students using knowledge to solve a problem, make a decision, etc.	What must students be able to do? How are they using knowledge and reasoning to perform a task	What are students asked to produce or create
I know the methods for solving linear equations. I understand specific vocabulary such as "linear equations", "variables", and "coefficients".	N/A	I can apply the methods for solving linear equations.	I can produce the correct solution for the unknown variable.

PLC WORKSHEET

Use as many of these as needed, please delete the ones you don't need.

1 STANDARD DECONSTRUCTED			
CCSS: HS Course 1 and 2: 1.2 Demonstrate proficient movement skills in individual/dual activities Perform unit-specific skills proficiently with correct technique in an isolated environment and in a game situation			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed	How are students using knowledge to solve a problem, make a decision, etc.	What must students be able to do? How are they using knowledge and reasoning to perform a task	What are students asked to produce or create
Students will be assessed on one unit specific skill. The students need to know the basic techniques and skills required to complete this skill in an open game setting.	Students should know the appropriate time and setting to apply the essential skill.	Students will know how to complete the unit specific skill and what techniques are required for the skill to be successful.	Students are asked to perform the skill in an open ended game environment.

2 STANDARD DECONSTRUCTED			
CCSS: 1.3 HS Course 1&2 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance in individual and dual activities. Student will be able to identify and provide feedback to a peer for the essential skill of the unit during a peer evaluation in order to increase peer performance and student knowledge of skill.			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed	How are students using knowledge to solve a problem, make a decision, etc.	What must students be able to do? How are they using knowledge and reasoning to perform a task	What are students asked to produce or create
Students must be able to identify and explain to a partner correct technique cues for the essential skill of the unit	Students use the knowledge of the technique cues to help improve performance of a peer by giving	Students must be able to write and verbalize corrective technical feedback to a partner in order to improve student knowledge of	Students are asked to write corrective feedback to a partner for the essential skill of the unit.

during a peer evaluation.	corrective technical feedback.	skill and partner skill performance.	
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3 STANDARD DECONSTRUCTED

CCSS: *HS Course 1 and 2: 2.3 Meet health- related physical fitness standards established by a scientifically based health related fitness assessment*

Student will be able to pass physical fitness testing for the state of California (FitnessGram)

Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed	How are students using knowledge to solve a problem, make a decision, etc.	What must students be able to do? How are they using knowledge and reasoning to perform a task	What are students asked to produce or create
The students must know the basic skills and techniques required for each physical fitness test.	N/A	Students should be able to complete each fitness test at a proficient standard. The proficient standard is set by the state of california and is based on the students age and gender.	Students are asked to complete each fitness test at a proficient level or better.

4 STANDARD DECONSTRUCTED

CCSS: *HS Course 3F Meet increasingly higher levels of speed, strength, power, and endurance*

Student will be able to increase max weight lifted for bench press, back squat, dead lift, and clean lifts from previous baseline weight lifted to demonstrate increase in muscular strength, power, and endurance.

Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed	How are students using knowledge to solve a problem, make a decision, etc.	What must students be able to do? How are they using knowledge and reasoning to perform a task	What are students asked to produce or create
Students must know correct technique for the complex lifting movements of bench press, back squat, deadlift, and clean.	Students use their knowledge of lifting technique and percentages to implement concepts of periodization in order	Students will be able to increase muscular strength and power from previous max test baseline numbers with correct technique in the	Students will be asked to perform a bench press, back squat, dead lift, and clean for max weight during a skills test evaluation.

Students must also know their working weight percentages in order to achieve increased muscular strength, muscular endurance, and cardiovascular endurance.	to increase strength, power, and muscular endurance during a summative max test assessment.	bench press, back squat, deadlift, and clean lifts. Students will use their learned knowledge of technique from feedback from teachers and peers in order to increase performance from previous baseline.	
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5 STANDARD DECONSTRUCTED			
CCSS: HS Course 3F 2.7 Develop and use a personal fitness log to record all workout data on a daily basis			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed	How are students using knowledge to solve a problem, make a decision, etc.	What must students be able to do? How are they using knowledge and reasoning to perform a task	What are students asked to produce or create
Students will understand the benefits of creating an exercise log so they will be able to see their progress over a selected period of time.	If an injury or other factor does not allow them to complete the correct movement or weight, they will need to make note of the modifications that were made to their specific program.	Students will be asked to create an exercise log that highlights the amount of weight that they lifted and the amount of reps that they completed for the 4 major compound exercises.	The students will create an exercise log that outlines the amount of weight and amount of reps that they completed on the 4 major lifts on a weekly basis. At the end of the year/semester they will have created a log that shows their progress throughout the entire strength and conditioning program.

If you have more than 5 standards, please make a copy of the table and repeat for any additional standards.

Essential Standards Chart
What do we expect students to learn?

Grade(s): 9-10	Subject(s): PE	Team Members: LaHood, Leonard, Petruzzi			
Description of Standard	Prerequisite Skills	When taught?	Common Assessments	Example of Rigor	Intervention and Extension Standards
<i>What is the essential standard? Describe it in student-friendly vocabulary.</i>	<i>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</i>	<i>When will this standard be taught? (Which grading period?)</i>	<i>What assessment(s) will be used to measure student mastery? (formative and summative)</i>	<i>What does proficient student work look like? Provide a description or an example (if possible).</i>	<i>What will we do when students do not master this? What will we do when the students have already mastered this?</i>
<i>HS Course 1 and 2: 1.2 Demonstrate proficient movement skills in individual/dual activities</i> Perform unit-specific skills proficiently with correct technique in an isolated environment and in a game situation	<ul style="list-style-type: none"> - Basic object manipulation - Basic hand-eye coordination - Striking knowledge - Tracking object in space 	<ul style="list-style-type: none"> - At the end of each unique unit taught (both grading periods) 	<ul style="list-style-type: none"> - Essential skill assessments (pre and post) 	Student is able to perform the movement skill at a proficient level and utilizes correct pieces of technique Student can perform skill effectively in an open or closed skill environment	Intervention: - Reteaching - Additional practice opportunities - Simplify and/or differentiate Mastery: - Increase difficulty or add more advanced skill techniques - Peer teaching
<i>HS Course 1 and 2: 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance in individual and dual activities.</i> Identify and apply techniques to increase strength, agility, and speed in multiple formats to increase performance.	<ul style="list-style-type: none"> - Met the standard of previous year's instruction 	<ul style="list-style-type: none"> - Daily instruction (both grading periods) 	<ul style="list-style-type: none"> - Essential skill assessments (pre and post) 	Student is able to perform the movement skill at a advanced level and utilizes correct pieces of technique Student can perform skill effectively in an open or closed skill environment	Intervention: - Reinforce previous standards - Additional practice opportunities Mastery: - Increase difficulty or add more advanced skill techniques - Peer teaching

<p><i>HS Course 1 and 2: 2.3 Meet health- related physical fitness standards established by a scientifically based health related fitness assessment</i></p> <p>Student will be able to pass physical fitness testing for the state of California (FitnessGram)</p>	<ul style="list-style-type: none"> - Basic knowledge of tested skills: abdominal curls, flexibility, aerobic capacity, trunk extension, upper body strength 	<ul style="list-style-type: none"> - At least once per week (year round) 	<ul style="list-style-type: none"> - Pre and post tests for FitnessGram 	<p>Students are able to perform each tested skill at the passing expectation by utilizing correct pieces of technique.</p>	<p>Intervention: - Make-up or retakes of skills as needed</p> <p>Mastery: - Pass all tested categories</p>
<p><i>HS Course 3F: 2.8 Meet increasingly higher levels of speed, strength, power, and endurance.</i></p>	<ul style="list-style-type: none"> - Basic knowledge and skills of the main movements that will be taught in this class. These include bench press, front/back squat and deadlift 	<ul style="list-style-type: none"> - Each day the focus will be built around improving the students strengths/ability in the highlighted main movements (bench, squat, deadlift and clean) 	<ul style="list-style-type: none"> • Max tests will be used to assess increasingly higher levels of physical fitness levels five times over the course of the school year. 	<ul style="list-style-type: none"> - Students will improve upon their max test weights by at least 20% if their initial bench or clean max is less than 135lbs and 10% increase if it is over 135lbs. If the student's initial max for squat and deadlift is over 200lbs then they will need to increase by 10% and if their max is under 200lbs, they will need to improve by at least 20% over the course of the semester. 	<ul style="list-style-type: none"> - Assess weaknesses in technique and skill and address these weaknesses by implementing specific exercises - The students will continue to strive to increase their strength/ability regardless of how much they have already improved
<p><i>HS Course 3F 2.7 Develop and use a personal fitness log to record all workout data on a daily basis</i></p>	<ul style="list-style-type: none"> • Students will be taught how to fill out a log properly in order to track strength progress over the semester 	<ul style="list-style-type: none"> • Teaching how to fill out, keep, goal set and submit the lift logs will be done within the first two weeks of the school year. 	<ul style="list-style-type: none"> • Lift card logs will be submitted on the weekly basis and tracked throughout the semester. These lift cards will assess students' ability to know the correct 	<ul style="list-style-type: none"> • A proficient lift card would track the weight lifted for each set (4 sets per lift). The weight lifted would be consistent with the percentages 	<ul style="list-style-type: none"> • If a student is successfully filling out lift cards and submitting on a regular basis, next step for the student is to reflect on their progress of what is

			weights they should be lifting for core lifts, goal set utilizing SMART goals, and reflect on their progress throughout the semester in order to increase results. .	assigned in teh weight training program.	going well or isn't and what would be the best steps to take going forward to improve success. If a student is struggling to keep their log, then a reteaching of how to fill out the lift card may be needed.
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