

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

ADOPTION OF PHYSICAL EDUCATION (PE) CURRICULUM - PHASE I**POLICY ISSUE/SITUATION:**

At the April 16, 2018 School Board meeting the Superintendent was charged with forming a PE Project Team to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle. The Project Team Report (Phase I) is being presented to the Board and, as a part of that work, the recommendations for the Physical Education Position Paper, Physical Education Best Practices and K-12 Physical Education Learning Targets are being presented for Board consideration

BACKGROUND INFORMATION:

The Physical Education Project Team has completed work on the Physical Education Position Paper, Best Practices in Physical Education, K-12 Physical Education Learning Targets and the work captured in these documents is recommended for Board consideration. The Learning Targets provide the core of the curriculum. The Learning Targets, Position Paper, and Best Practices provide the foundation for the selection criteria used in resources evaluation and selection. The Physical Education Project Team Report (Phase I) includes all of these documents and recommendations, and the report is presented for Board review.

RECOMMENDATION:

It is recommended that the School Board review the Phase I Physical Education Project Team Report, including the Physical Education Philosophy Paper, Physical Education Best Practices and K-12 Physical Education Learning Targets.

District Goal: WE empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

Physical Education Project Team Report

**Phase 1
2019**

PHYSICAL EDUCATION PROJECT TEAM
PHASE I REPORT 2019
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April, 2019

In April of 2018, the Beaverton School District Board charged the Superintendent to form a Physical Education Project Team with the task of evaluating and making specific programmatic recommendations for the District. The PE curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources and staff development.

Within the review process, the PE Project Team studied Physical Literacy in the context of today's world. The focus on and demand for higher levels of Physical Literacy education and practice is one of the most controllable factors of a person's well-being.

The work of this Project Team has placed an intentional focus on best practices in Physical Educational instruction. In addition to a review of data and research, the Cadre and Project Team engaged in deep discussion about the essential practices in every PE classroom that will promote the critical skills that empower students to become successful and productive members of society.

As a result, the PE Project Team defined a comprehensive set of Phase I recommendations that includes:

- Physical Instruction Position Paper
- Best Practices in Physical Education
- K-12 Physical Education Learning Targets

These recommendations will ensure the Beaverton School District will provide all students with the physical literacy necessary to be healthy in both mind and body.

Phase II work of the Physical Education Project Team will include Instructional Resources recommendations, a Professional Development plan, as well as Assessment and Implementation plans.

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District Goal

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Physical Education Position Paper 2019

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." The International Physical Literacy Association, 2017

Healthy habits are a component of Physical Literacy

Being physically literate is a fundamental and valuable means to maximizing a person's potential to succeed in all aspects of life. Physical literacy is one of the most controllable factors of a person's overall well-being. It is a critical skill that empowers students to become successful and productive members of society. The physically literate student will demonstrate mastery of the following:

- Competence and confidence in motor skill and movement patterns
- Application of health-related fitness concepts, principles, strategies and tactics
- Maintenance of physical fitness or progress towards physical fitness through participation
- Responsible personal and social skills in individual and teamwork tasks
- The value and desire to engage in physical activity as a lifestyle

A physically literate person needs to be healthy in both mind and body. Developing this lifestyle positively contributes to a person's overall physical, social, and emotional health. Acquiring the skills of a physically literate person is a valuable, lifelong skill that is needed to improve self-esteem and confidence, teamwork skills, and readiness to learn in all content areas.

We must provide all students with multiple opportunities to regularly and consistently access equitable and culturally relevant Physical Education classes. It is imperative that students receive instruction from highly qualified, licensed Physical Education teachers. It takes a combination of methods, materials, and classroom spaces for students to achieve proficiency on learning targets. In order to successfully reach all students, it is crucial for teachers to have access to safe and age appropriate equipment as well as ~~and~~ current and relevant technology. Teachers must have opportunities to access ongoing professional development designed to deepen content knowledge and improve cultural competency. Appropriate accommodations, modifications, adaptations, and support for all learners are also required in order to create a fully inclusive classroom environment. It is vital for facilities to be safe and specifically dedicated and designed for Physical Education classes, to execute the curriculum, meet Learning Targets and move effectively in the space. These courses should be rigorous and required for all students without waivers or exemptions.

To provide an effective physical education program, SHAPE (Society of Health and Physical Educators) America recommends that elementary students should receive a minimum of 150 minutes per week of Physical Education while middle and high school students should receive a minimum of 225 minutes of Physical Education per week. With that time, Physical Educators envision students moving competently and confidently, demonstrating a wide variety of motor and manipulative skills. They will apply knowledge of a physically active lifestyle as well as concepts and strategies related to movement and performance. Students will have multiple opportunities to work collaboratively in activities with others representing diverse backgrounds, experiences, and abilities. They are developing joy for movement while experiencing the feelings associated with overcoming challenges to achieve individual, team and group success. To achieve this vision and best support physical education teachers, structures within all schools, kindergarten through 12th grade, will be inclusive to support adequate physical education and skill development for all students in accordance with state law. Appropriate accommodations, modifications, adaptations, and support for all learners are also required in order to create a fully inclusive classroom environment.

Ultimately, physical literacy is achieved through an evolving partnership of all stakeholders: students, families, teachers, administrators, schools, and communities. The task of the Beaverton School District is to create an equitable Physical Education environment in which all students are valued for their diversity, fostered in their wellness development, challenged, and motivated to continue learning and leading a physically healthy lifestyle through their lifetime.

K-12 Physical Education Best Practices 2019

The Physical Education Best Practice document summarizes the research-based strategies for instruction in **physical skills (psychomotor), fitness and movement concepts (cognitive), and personal/social skills (affective)**. The following document is divided into two sections to provide specific guidance appropriate to each developmental level: Elementary Physical Education and Secondary Physical Education. The highly qualified Physical Education teacher will use the *5 Dimensions+ of Teaching and Learning (source)* to serve as a framework providing cohesive instructional practices within the system:

- *Purpose*
- *Student Engagement*
- *Curriculum and Pedagogy*
- *Assessment for Student Learning*
- *Classroom Environment and Culture*
- *Professional Collaboration and Communication (+)*

Although specific best practices are listed under only one dimension, many could be applicable elsewhere as they reflect the inherent connections between the five dimensions. Expert Physical Education teachers at the elementary, middle, and high school level curated instructional practices from valid research and/or professional resources in order to synthesize this report.

Consistent messages and opportunities for physical activity across the school environment that encourage and reinforce similar actions in the community and home settings are critical to meeting the recommended 60 minutes of physical activity each day and influencing health-related behaviors (Kaplan, Liverman & Kraak. 2005).

Guiding Principles for K-12 Physical Education

1. Highly qualified Physical Education teachers. 2. Planned, sequential, and locally adopted and implemented curriculum aligned with the Oregon

Department of Education (ODE) Physical Education standards aligned with the Society of Health and Physical Educators (SHAPE) standards. 3. Class sizes consistent with other subject areas. 4. Access to safe indoor and outdoor facilities designed for Physical Education instruction. 5. Access to developmentally appropriate, maintained equipment, as well as technology and

supplies for Physical Education instruction. 6. Developmentally appropriate length of class time and frequency throughout the week 7. Assessment that informs instruction.

Physical Education - 5D Categories with SHAPE Best Practices A quality Physical Education curriculum is aligned with ODE Physical Education standards which are based on SHAPE standards. To assist our students in becoming physically literate, we must promote and implement a foundational learning model in which they will develop, practice, and personalize essential physical, social, and cognitive skills.

Elementary Physical Education (K-5)

Purpose The purpose of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to participate and enjoy a lifetime of physical activity. "Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." - The International Physical Literacy Association (2017).

Instructional Best Practices:

- *Developing students' fundamental motor and manipulative skills and applying them to a variety of settings.*
- *Clear goals and objectives for student learning and performance are communicated to students.*
- *Health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.*
- *Help students understand that physical activity is an important part of everyday living.*
- *Activities are designed to allow students opportunities to work together, for the purpose of developing social skills (cooperative, competitive, and sportsmanship) and learning responsible behavior.*

Student Engagement: Engagement is strongest in Physical Education when students are given the opportunity for maximum participation in a variety of developmentally appropriate physical activities. Engagement is evident when a positive and safe classroom environment has been established and where activities are differentiated so that all students experience success and growth.

Instructional Best Practices:

- *Programs are designed to guide students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.*
- *The teacher extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.*
- *Teachers will differentiate activities and accommodate students' preference for varying levels of competition.*
- *Teachers promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside of the Physical Education setting for enjoyment, skill development, and building a healthy lifestyle.*
- *Teachers adapt their lessons for different classes within and between grade levels.*
- *Teachers encourage all students to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity.*
- *Teachers help students understand that physical activity is an important part of everyday living (e.g., climbing stairs instead of using an elevator; riding a bike or walking to school).*
- *Teachers develop learning experiences that help students understand the nature of and the different kinds of competition.*
- *The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.*

- *All students have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback).*
- *All students, regardless of developmental level and ability, are challenged at an appropriate level.*
- *Teachers provide appropriate experiences for students with temporary medical limitations.*

Curriculum and Pedagogy The curriculum is based on district adopted learning targets from ODE Physical Education standards aligned with SHAPE standards with content that is relevant and developmentally appropriate to students. The curriculum provides opportunities for teachers to modify and adjust instruction to meet the individual needs of students.

Instructional Best Practices:

- *The Physical Education curriculum has a clear scope and sequence based on goals and objectives that are appropriate for all students and that are derived from ODE Physical Education Standards aligned with SHAPE Standards.*
- *The teacher focuses on developing students’ fundamental motor and manipulative skills and applying them to a variety of settings.*
- *Strategies, tactics, exercise science, peer/self feedback and fitness concepts are included throughout the curriculum.*
- *Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators.*
- *Teachers form pairs, groups and teams in ways that preserve every student’s dignity and self-respect.*
- *Physical Education classes begin with an instant activity, anticipatory set, physical warm-up and/or fitness related activity; proceed to the instructional focus; and close with a physiological cool-down and a review of instructional objectives.*
- *Stretching, if included in the lesson, occurs only after an appropriate general warm up activity and is appropriate and beneficial for maintaining and improving flexibility.*
- *The teacher plans for skill and concept instruction and provides adequate time for practice, skill development, and feedback based on appropriate skill analysis.*
- *Each lesson is designed to meet program goals as stated in a published scope and sequence.*
- *Teachers adapt their lessons for different classes within and between grade levels.*
- *Rhythmical activities & dance: The teacher includes a variety of rhythmical, expressive, creative and culturally enriching dance experiences designed with the student’s physical, cultural, emotional and social abilities in mind.*
- *Teachers link Physical Education experiences with concepts being taught in mathematics, reading, science, social studies, art and music when appropriate.*
- *Games instruction: Teachers select, design, sequence and modify games to maximize specific learning, fitness/skill enhancement and enjoyment.*

- *Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.*
- *Students are encouraged to undertake appropriate levels of activity for their own improvement.*
- *Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world).*
- *Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness.*
- *Teachers organize their classes to maximize opportunities for all students to learn and be physically active. Enough equipment is provided so that students spend virtually no time waiting for turns or standing in lines.*

Assessment for Student Learning Student assessment is aligned with district adopted learning targets and includes all three learning domains (psychomotor, cognitive, and affective). Assessments are ongoing and conducted both formatively and summatively. Formative and summative assessments are used to guide instruction, allowing the teacher to adjust instruction as necessary based on assessment outcomes. Through formative assessments, teachers are able to make in the moment adjustments within the lesson to allow students to achieve success.

Instructional Best Practices:

- *Physical Education grades are based on thoughtfully identified components that are aligned with course goals and ODE Physical Education standards aligned with SHAPE standards.*
- *Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.*
- *Teachers systematically teach and assess all domains (cognitive, affective and psychomotor), using a variety of assessment techniques.*
- *Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., a rubric is provided and explained during instruction).*
- *Teachers use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g., students set goals for improvement that are revisited during the school year).*
- *As part of an ongoing program of Physical Education, students are physically prepared in each fitness component so that they can complete the assessments safely.*
- *Teachers make every effort to create assessment situations that are private, non-threatening, educational and encouraging (e.g., they explain what the test is designed to measure).*
- *Teachers encourage children students to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.*
- *The teacher helps students interpret and use assessment data to set goals and develop a fitness plan.*
- *Assessment results are shared privately with children students and their parents/guardians as a tool for*

developing personal goals and strategies for maintaining and increasing the respective fitness parameters.

- *The teacher provides regular reports of student progress to students and parents/guardians using a variety of continuous formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets).*
- *Students know the components of and criteria included in their grade, and the rationale for each.*
- *Data on student achievement is used to evaluate program effectiveness on a regular basis.*

Classroom Environment and Culture Teachers create a learning environment in which all students feel safe to take risks and build competence and confidence while performing various physical skills and participating in various physical activities. A nurturing Physical Education environment values and respects all students regardless of ability level, facilitating student choice and independent learning.

Instructional Best Practices:

- *Teacher systematically plans for, develops, and maintains a positive learning environment that maximizes learning and participation, in an atmosphere of respect and support from the teacher and the child's student's peers.*
- *Teachers promote exercise for its contribution to a healthy lifestyle. Children Students are encouraged to participate in physical activity and exercise outside of the Physical Education setting for enjoyment, skill development and health reasons.*
- *Environment is supportive of all students and promotes developing a positive self-concept. Children are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.*
- *Children are encouraged to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.*
- *Fair and consistent classroom-management practices encourage student responsibility for positive behavior.*
- *Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.*
- *Teachers form pairs, groups and teams in ways that preserve every child's dignity and self-respect.*
- *Teachers make every effort possible to create a safe learning environment for students.*
- *Emergency action plans are posted and practiced.*
- *Physical Education class size is consistent with those of other subject areas.*
- *Teachers create an environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.*
- *Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world).*
- *Teachers use gender-neutral language (e.g., "students").*
- *Students are encouraged, supported and socialized toward successful achievement in all content taught in Physical Education (e.g., dance is for everyone).*
- *Teachers organize their classes to maximize opportunities for all children to learn and be physically active.*

*Enough equipment is provided so that children spend virtually no time waiting for turns or standing in lines.
At least half of class time is spent in moderate-to-vigorous physical activity.*

Professional Collaboration and Communication The Physical Educator conducts themselves in a professional manner and seeks opportunities to improve their teaching practices through professional development and collaboration.

Instructional Best Practices:

- *Maintain up-to-date first aid, Automated External Defibrillator (AED) and Cardiopulmonary Resuscitation (CPR) certifications.*
- *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services)*
- *The teacher is the physical activity expert in the school.*
- *The teacher informs parents/ guardians, administrators and the public regularly about the Physical Education program's goals and activities.*
- *The teacher helps create a school culture of physical activity.*
- *Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators.*
- *Implement the special education process for students with disabilities as outlined in students' individualized education plan, 504 plan and/or the school's accommodations.*
- *Teachers frequently link Physical Education experiences with concepts being taught in mathematics, reading, science, social studies, art and music.*
- *Teachers maintain up-to-date first aid, AED and CPR certifications.*
- *Teachers implement the special education process for students with disabilities as outlined in students' individualized education programs and/ or the school's accommodations.*
- *Teachers may assist in planning school based events with the help of the school community (e.g., Fun Runs, Field Days, Family Fitness Nights etc.) so that every child participates fully and derives satisfaction and joy from a festival of physical activity linked to the Physical Education program.*
- *Physical Education teacher follows the guidelines of the District Wellness Policy.*
- *Physical activity "brain boosts" will be provided to ensure students receive 150 minutes of physical activity when combined with Physical Education minutes a week.*

Secondary Physical Education (6-12)

Purpose The purpose of Physical Education is to develop physically literate individuals who have the confidence, knowledge, and skills to live and to participate and enjoy a life of healthful physical activity. Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." - The International Physical Literacy Association (2017).

Instructional Best Practices:

- *Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators.*
- *The Physical Educator includes activities that are developmentally appropriate including motor skill development, physiological and biomechanical concepts, and health-enhancing physical activities that lead to an active lifestyle, and opportunities to develop appropriate social behaviors.*
- *Students are educated to become wise consumers of the fitness/wellness and nutrition industries.*
- *The health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.*
- *Teacher intentionally designs activities throughout the program that provide students with opportunities to work together, for the purpose of developing social skills (cooperative and competitive) and learning responsible behavior.*
- *Help students understand that physical activity is an important part of everyday living.*

Student Engagement Engagement is strongest in Physical Education when students are given the opportunity for maximum participation in a variety of developmentally appropriate physical activities. Engagement is evident when a positive and safe classroom environment has been established and where activities are differentiated so that all students experience success and growth.

Instructional Best Practices:

Systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally).

- *Are designed to guide students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.*
- *Promotes exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside of the Physical Education setting for enjoyment, skill development and health reasons.*
- *Students have equal opportunities to participate and interact with the teacher. All students, regardless of developmental level and ability, are challenged at an appropriate level.*
- *Lessons/activities are adapted for students at all fitness levels.*
- *Provides appropriate experiences for students with temporary medical limitations.*
- *Teachers will differentiate activities and accommodate students' preference for varying levels of competition.*
- *Students are guided to understand that some peers may or may not prefer competitive situations, and either preference is acceptable.*
- *Plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.*
- *Design progressions that allow students to build on previously learned content and skills by focusing on lifetime activities.*

- *Students are educated to become wise consumers of the fitness, wellness, and nutrition industries.*
- *Extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.*
- *Helps all students experience the satisfaction and joy of learning about and participating regularly in physical activity.*
- *Helps students understand that physical activity is an important part of everyday living.*
- *All middle school students shall receive Physical Education as mandated by Oregon state law.*
- *All high school students will complete credits for Physical Education, no waivers are given.*
- *Teachers find ways to encourage student talk by self and peer evaluation without taking away from activity time.*

Curriculum and Pedagogy The curriculum is based on district adopted learning targets from ODE Physical Education standards aligned with SHAPE standards with content that is relevant and developmentally appropriate to students. The curriculum provides opportunities for teachers to modify and adjust instruction to meet the individual needs of students.

Instructional Best Practices:

- *Curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all students and that are derived from ODE Physical Education standards aligned with SHAPE standards.*
- *Activities are developmentally appropriate for early-adolescent students and are aimed at promoting success for all students.*
- *Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.*
- *Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators. Students are held accountable for those expectations through various strategies.*
- *Form pairs, groups and teams in ways that preserve every student's dignity and self-respect.*
- *Classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.*
- *Stretching occurs only after an appropriate general warm-up activity and is appropriate and beneficial for maintaining and improving flexibility.*
- *Plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.*
- *Each lesson is designed to meet program goals as stated in a published scope and sequence.*
- *Design progressions that allow students to build on previously learned content and skills by focusing on lifetime activities.*
- *Students are guided to understand that some students prefer competitive situations, while others don't; and either preference is acceptable.*

- *Physical Education is part of a multidisciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.*
- *Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.*
- *Lessons/activities are adapted for students at all fitness levels. Students are encouraged to complete appropriate levels of activity for their own improvement.*
- *Intentionally select activities that represent a culturally diverse environment.*
- *Offers a variety of units of sufficient length, appropriate for all students, that revisit skills and concepts learned previously.*
- *Students have equal opportunities to participate and interact with the teacher.*
- *Teachers organize their classes to maximize opportunities for all students to learn and be physically active. Enough equipment is provided so that students spend virtually no time waiting for turns or standing in lines. At least half of class time is spent in moderate-to-vigorous activity.*
- *Teachers promote student talk to check for understanding, provide feedback, and affirm effort.*

Assessment for Student Learning Student assessment is aligned with district adopted learning targets and includes all three learning domains (psychomotor, cognitive, and affective). Assessments are ongoing and conducted both formatively and summatively. Formative and summative assessments are used to guide instruction, allowing the teacher to adjust instruction as necessary based on assessment outcomes. Through formative assessments, teachers are able to make in the moment adjustments within the lesson to allow students to achieve success.

Instructional Best Practices:

- *Physical Education grades are based on thoughtfully identified components that are aligned with course goals and ODE Physical Education standards aligned with SHAPE standards.*
- *Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.*
- *Systematically teach and assess all domains (cognitive, affective and psychomotor), using a variety of assessment techniques.*
- *Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment.*
- *Fitness assessments are part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g., students set goals for improvement that are revisited during the school year).*
- *As part of an ongoing program of Physical Education, students are prepared physically in each fitness component so that they can complete the assessments safely.*
- *Make every effort to create assessment situations that are private confidential, non-threatening,*

educational and encouraging.

- *Encourage students to avoid comparisons with others and, instead, to use the results as a catalyst for personal improvement.*
- *Assists students to interpret and use fitness assessment data to set goals and develop a lifelong fitness plan.*
- *Assessment results are shared privately with students and their parents/guardians as a tool for developing personal goals and strategies*
- *Provide regular reports of student progress to students and parents/guardians, using a variety of continuous, formative evaluations and assessments.*
- *Students know the components of and criteria included in their grade, and the rationale for each.*
- *Data on student achievement are used to evaluate program effectiveness on a regular basis.*

Classroom Environment and Culture Teachers create a learning environment in which students feel safe to take risks and build competence and confidence in various physical skills. A nurturing Physical Education environment values and respects all students, regardless of ability level, facilitating student choice and independent learning.

Instructional Best Practices:

- *Systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.*
- *Environment is supportive of all students and promotes developing a positive self-concept. Students are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.*
- *Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.*
- *Bullying and inappropriate student remarks and behaviors are dealt with immediately and firmly.*
- *Encourage students to avoid comparisons with others and, instead, to use the results as a catalyst for personal improvement.*
- *Test results are shared privately with students and their parents/ guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.*
- *Form pairs, groups and teams in ways that preserve every student's dignity and self-respect.*
- *Promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside of the Physical Education setting for enjoyment, skill development and health reasons.*
- *Make every effort possible to create a safe learning environment for students.*
- *Emergency action plans are posted and practiced.*
- *Physical Education class size is consistent with those of other subject areas.*
- *Ensure student safety by monitoring class closely.*
- *Create an environment that is inclusive and supportive of all students, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and*

respected.

- *Intentionally select activities that represent a culturally diverse environment.*
- *All students are encouraged, supported and socialized toward successful achievement in all content taught in Physical Education.*
- *Use gender-neutral language.*
- *Organize their classes to maximize opportunities for all students to learn and be physically active.*
- *Teachers promote social skills through modeling appropriate behaviors*

Professional Collaboration and Communication The Physical Educator conducts him/herself in a professional manner and seeks opportunities to improve his/her teaching practices through professional development and collaboration.

Instructional Best Practices:

- *Maintain up-to-date first aid, AED and CPR certifications.*
- *Implement the special education process for students with disabilities as outlined in students' individualized education plan, 504 plan and/or the school's accommodations.*
- *Objectives for student learning and performance are communicated to students, parents/ guardians and administrators. Students are held accountable for those expectations through various strategies.*
- *Physical Education is part of a multidisciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.*
- *Regularly engage in professional development designed for the Physical Education teacher.*
- *Physical Education teacher is the expert of physical activity in the school.*
- *Physical Education teacher follows the guidelines of the District Wellness Policy.*
- *Informs parents/guardians, administrators, policymakers and the public regularly about the Physical Education program's goals and activities.*
- *Fosters a school culture of physical activity and healthy living.*
- *Physical activity "brain boosts" will be provided in other content area classrooms when needed.*

Elementary Physical Education

Academic Learning Targets

Beaverton School District 2019

ALT 1 - PHYSICAL SKILLS (Psychomotor)

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

KINDERGARTEN

AST 1.K.1 (PE.1.K.1): Performs locomotor skills (hopping, galloping, sliding, skipping) while maintaining balance.

AST 1.K.2 (PE.1.K.2): Performs jumping & landing actions with balance. (Note: This outcome applies to both horizontal and vertical jumping & landing)

AST 1.K.3 (PE.1.K.3): Performs locomotor skills in response to teacher-led creative rhythmic activities.

AST 1.K.4 (PE.1.K.4): Maintains momentary stillness on different bases of support.

AST 1.K.5 (PE.1.K.5): Forms wide, narrow, curled & twisted body shapes.

AST 1.K.6 (PE.1.K.6): Rolls sideways in a narrow body shape.

AST 1.K.7 (PE.1.K.7): Contrasts the actions of curling & stretching.

AST 1.K.8 (PE.1.K.8): Throws underhand with opposite foot forward.

AST 1.K.9 (PE.1.K.9): Drops a ball and catches it before it bounces twice.

AST 1.K.10 (PE.1.K.10): Catches a large ball tossed by a skilled thrower.

AST 1.K.11 (PE.1.K.11): Dribbles a ball with one hand, attempting the second contact.

AST 1.K.12 (PE.1.K.12): Taps a ball using the inside of the foot, sending it forward.

AST 1.K.13 (BSD): Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern.

AST 1.K.14 (PE.1.K.14): Volleys a light-weight object sending it upward.

AST 1.K.15 (PE.1.K.15): Strikes a lightweight object with a paddle or short-handled racket.

FIRST GRADE

AST 1.1.1 (PE.1.1.1): Hops and gallops using a mature pattern.

AST 1.1.2 (PE.1.1.2): Demonstrates critical elements for jumping & landing in a horizontal plane using 2-foot takeoffs & landings.

AST 1.1.3 (PE.1.1.3): Demonstrates critical elements for jumping & landing in a vertical plane using 2-foot takeoffs & landings.

AST 1.1.4 (PE.1.1.4): Combines locomotor and non-locomotor skills in a teacher- designed rhythmic activities.

AST 1.1.5 (PE.1.1.5): Maintains stillness on different bases of support with different body shapes.

AST 1.1.6 (PE.1.1.6): Transfers weight from one body part to another in self- space in rhythmic activities and gymnastics environments.

AST 1.1.7 (PE.1.1.7): Rolls with either a narrow or curled body shape.

AST 1.1.8 (PE.1.1.8): Demonstrates twisting, curling, bending & stretching actions.

AST 1.1.9 (PE.1.1.9): Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.

AST 1.1.10 (PE.1.1.10): Catches a soft object from a self-toss before it bounces.

AST 1.1.11 (PE.1.1.11): Catches various sizes of balls self-tossed or tossed by a skilled thrower.

AST 1.1.12 (PE.1.1.12): Dribbles continuously in self-space using the preferred hand.

AST 1.1.13 (PE.1.1.13): Taps or dribbles a ball using the inside of the foot while walking in general space.

AST 1.1.14 (PE.1.1.14): Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical

elements of a mature pattern.

AST 1.1.15 (PE.1.1.15): Volleys an object with an open palm, sending it upward.

AST 1.1.16 (PE.1.1.16): Strikes a ball with a short-handled implement, sending it upward.

AST 1.1.17 (PE.1.1.17): Jumps forward or backward consecutively using a self-turned rope.

AST 1.1.18 (PE.1.1.18): Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

SECOND GRADE

AST 1.2.1 (PE.1.2.1): Skips using a mature pattern.

AST 1.2.2 (PE.1.2.2): Runs with a mature pattern.

AST 1.2.3 (PE.1.2.3): Travels showing differentiation between jogging and sprinting.

AST 1.2.4 (PE.1.2.4): Demonstrates critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot takeoffs & landings.

AST 1.2.5 (PE.1.2.5): Demonstrates critical elements for jumping & landing in a vertical plane using a variety of 1- and 2-foot takeoffs & landings.

AST 1.2.6 (PE.1.2.6): Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.

AST 1.2.7 (PE.1.2.7): Balances on different bases of support, combining levels and shapes.

AST 1.2.8 (PE.1.2.8): Balances in an inverted position* with stillness and supportive base.

AST 1.2.9 (PE.1.2.9): Transfers weight from feet to different body parts/bases of support for balance and/or travel.[1]

AST 1.2.10 (PE.1.2.10): Rolls in different directions with either a narrow or curled body shape.

AST 1.2.11 (PE.1.2.11): Differentiates among twisting, curling, bending & stretching actions.

AST 1.2.12 (PE.1.2.12): Combines balances and transfers into a - part movement sequence (i.e. dance, gymnastics, rhythmic sequence).

AST 1.2.13 (PE.1.2.13): Throws underhand using a mature pattern.

AST 1.2.14 (PE.1.2.14): Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

AST 1.2.15 (PE.1.2.15): Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

AST 1.2.16 (PE.1.2.16): Dribbles in self-space with preferred hand demonstrating a mature pattern.

AST 1.2.17 (PE.1.2.17): Dribbles using the preferred hand while walking in general space.

AST 1.2.18 (PE.1.2.18): Dribbles with the feet in general space with control of ball and body.

AST 1.2.19 (PE.1.2.19): Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.

AST 1.2.20 (PE.1.2.20): Volleys an object upward with consecutive hits.

AST 1.2.21 (PE.1.2.21): Strikes an object upward with a short-handled implement, using consecutive hits.

AST 1.2.22 (PE.1.2.22): Strikes a ball off a tee or cone with a bat, using correct grip and side orientation proper body orientation.

AST 1.2.23 (PE.1.2.23): Jumps a self-turned rope consecutively forward and backward with a mature pattern.

AST 1.2.24 (PE.1.2.24): Jumps a long rope 5 times consecutively with student turners.

THIRD GRADE

AST 1.3.1 (PE.1.3.1): Leaps and slides using a mature pattern.

AST 1.3.2 (PE.1.3.2): Runs with a mature pattern.

AST 1.3.3 (PE.1.3.3): Varies time and force with gradual increases and decreases.

- AST 1.3.4 (PE.1.3.4):** Jumps & lands in the horizontal planes using a mature pattern.
- AST 1.3.5 (PE.1.3.5):** Jumps & lands in the vertical planes using a mature pattern.
- AST 1.3.6 (PE.1.3.6):** Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.
- AST 1.3.7 (PE.1.3.7):** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
- AST 1.3.8 (PE.1.3.8):** Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
- AST 1.3.9 (PE.1.3.9):** Transfers weight from feet to hands for momentary weight support.
- AST 1.3.10 (PE.1.3.10):** Applies skill in general activity.
- AST 1.3.11 (PE.1.3.11):** Moves into and out of a variety of balances with curling, twisting & stretching actions.
- AST 1.3.12 (PE.1.3.12):** Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequences.
- AST 1.3.13 (PE.1.3.13):** Throws underhand to a partner or target with reasonable accuracy.
- AST 1.3.14 (PE.1.3.14):** Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.
- AST 1.3.15 (PE.1.3.15):** Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
- AST 1.3.16 (PE.1.3.16):** Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.
- AST 1.3.17 (PE.1.3.17):** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
- AST 1.3.18 (PE.1.3.18):** Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- AST 1.3.19 (PE.1.3.19):** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
- AST 1.3.20 (PE.1.3.20):** Uses a continuous running approach and kicks a stationary ball for accuracy.
- AST 1.3.21 (PE.1.3.21):** Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
- AST 1.3.22 (PE.1.3.22):** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.
- AST 1.3.23 (PE.1.3.23):** Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.
- AST 1.3.24 (PE.1.3.24):** Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement.

Note: Use batting tee or ball tossed by teacher for batting.

FOURTH GRADE

- AST 1.4.1 (PE.1.4.1):** Uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences.
- AST 1.4.2 (PE.1.4.2):** Runs for distance using a mature pattern.
- AST 1.4.3 (PE.1.4.3):** Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

AST 1.4.4 (PE.1.4.4): Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

Note: This outcome applies to both horizontal and vertical jumping & landing.

AST 1.4.5 (PE.1.4.5): Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

AST 1.4.6 (PE.1.4.6): Combines traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.

AST 1.4.7 (PE.1.4.7): Balances on different bases of support on apparatus, demonstrating levels and shapes.

AST 1.4.8 (PE.1.4.8): Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).

AST 1.4.9 (PE.1.4.9): Applies skill in general activity.

AST 1.4.10 (PE.1.4.10): Moves into and out of balances on apparatus with curling, twisting & stretching actions.

AST 1.4.11 (PE.1.4.11): Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

AST 1.4.12 (PE.1.4.12): Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

AST 1.4.13 (PE.1.4.13): Throws underhand to a large target with accuracy.

AST 1.4.14 (PE.1.4.14): Throws overhand using a mature pattern in non-dynamic environments (closed skills).

AST 1.4.15 (PE.1.4.15): Throws overhand to a partner or at a target with accuracy at a reasonable distance.

AST 1.4.16 (PE.1.4.16): Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

AST 1.4.17 (PE.1.4.17): Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).

AST 1.4.18 (PE.1.4.18): Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.

AST 1.4.19 (PE.1.4.19): Dribbles with control of ball while moving through space using a mature pattern.

AST 1.4.20 (PE.1.4.20): Dribbles with the feet while moving through space with control of ball and body while increasing and decreasing speed.

AST 1.4.21 (PE.1.4.21): Applies skill from third grade outcome in small-sided practice tasks.

AST 1.4.22 (PE.1.4.22): Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

AST 1.4.23 (PE.1.4.23): Kicks along the ground and in the air using mature patterns.

AST 1.4.24 (PE.1.4.24): Volleys underhand using a mature pattern, in a dynamic environment.

AST 1.4.25 (PE.1.4.25): Volleys a ball with a 2-hand overhead pattern, sending it upward, using a mature pattern.

AST 1.4.26 (PE.1.4.26): Strikes an object with a short-handled implement while demonstrating a mature pattern.

AST 1.4.27 (PE.1.4.27): Strikes an object with a short- handed implement, alternating hits with a partner over a low net or against a wall.

AST 1.4.28 (PE.1.4.28): Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while using mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).

AST 1.4.29 (PE.1.4.29): Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.

AST 1.4.30 (PE.1.4.30): Performs intermediate and advanced jump-rope skills for both long and short ropes.

FIFTH GRADE

AST 1.5.1 (PE.1.5.1): Demonstrates mature patterns of locomotor and manipulative skills in a variety of dynamic small-sided practice tasks, gymnastics and/or rhythmic activities.

AST 1.5.2 (PE.1.5.2): Uses appropriate pacing for a variety of running distances.

AST 1.5.3 (PE.1.5.3): Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.

AST 1.5.4 (PE.1.5.4): Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.

Note: This outcome applies to both horizontal and vertical jumping & landing.

AST 1.5.5 (PE.1.5.5): Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

AST 1.5.6 (PE.1.5.6): Applies skills listed in fourth grade outcome in game situations. [traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.]

AST 1.5.7 (PE.1.5.7): Combines balance and transferring weight in a gymnastics sequence or rhythms with a partner.

AST 1.5.8 (PE.1.5.8): Transfers weight in gymnastics and/or rhythmic environments.

AST 1.5.9 (PE.1.5.9): Applies skill in general activity [weight transfer, rolling].

AST 1.5.10 (PE.1.5.10): Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.

AST 1.5.11 (PE.1.5.11): Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform rhythms with a group.

AST 1.5.12 (PE.1.5.12): Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.

AST 1.5.13 (PE.1.5.13): Throws overhand to a large target with accuracy.

AST 1.5.14 (PE.1.5.14): Throws with accuracy, both partners moving.

AST 1.5.15 (PE.1.5.15): Throws with reasonable accuracy in dynamic, small-sided practice tasks.

AST 1.5.16 (PE.1.5.16): Catches with competency, both partners moving.

AST 1.5.17 (PE.1.5.17): Catches with reasonable competency in dynamic, small-sided practice tasks.

AST 1.5.18 (PE.1.5.18): Combines hand dribbling with other skills during practice tasks.

AST 1.5.19 (PE.1.5.19): Combines foot dribbling with other skills in practice tasks.

AST 1.5.20 (PE.1.5.20): Passes with the feet using a mature pattern as both partners travel.

AST 1.5.21 (PE.1.5.21): Receives a pass with the foot using a mature pattern as both partners travel.

AST 1.5.22 (PE.1.5.22): Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.

AST 1.5.23 (PE.1.5.23): Demonstrates mature patterns in kicking and/or punting in small-sided practice task environments

AST 1.5.24 (PE.1.5.24): Applies underhand volley skill in small sided practice tasks.

AST 1.5.25 (PE.1.5.25): Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.

AST 1.5.26 (PE.1.5.26): Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

AST 1.5.27 (PE.1.5.27): Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.

AST 1.5.28 (PE.1.5.28): Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

AST 1.5.29 (PE.1.5.29): Create and perform a jump-rope routine with either a short or long rope.

ALT 2 - FITNESS AND MOVEMENT CONCEPTS (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

KINDERGARTEN

- AST 2.K.1 (PE.2.K.1):** Differentiates between movement in personal (self-space) & general space.
- AST 2.K.2 (PE.2.K.2):** Moves in personal space to a rhythm.
- AST 2.K.3 (PE.2.K.3):** Travels in 3 different pathways.
- AST 2.K.4 (PE.2.K.4):** Travels in general space with different speeds.
- AST 2.K.5 (PE.3.K.1):** Identifies active-play opportunities outside physical education class.
- AST 2.K.6 (PE.3.K.2):** Actively participates in physical education class.
- AST 2.K.7 (PE.3.K.3):** Recognizes that when you move fast, your heart beats faster and you breathe faster.
- AST 2.K.8 (PE.3.K.4):** Recognizes that food provides energy for physical activity.
- AST 2.K.9 (PE.5.K.1):** Recognizes that physical activity is important for good health.
- AST 2.K.10 (PE.5.K.2):** Acknowledges that some physical activities are challenging/difficult.

FIRST GRADE

- AST 2.1.1 (PE.2.1.1):** Moves in self-space and general space in response to designated beats/ rhythms.
- AST 2.1.2 (PE.2.1.2):** Travels demonstrating low, middle and high levels.
- AST 2.1.3 (PE.2.1.3):** Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
- AST 2.1.4 (PE.2.1.4):** Differentiates between fast and slow speeds.
- AST 2.1.5 (PE.2.1.5):** Differentiates between strong and light force.
- AST 2.1.6 (PE.3.1.1):** Discusses the benefits of being active and exercising and/ or playing.
- AST 2.1.7 (PE.3.1.2):** Actively engages in physical education class.
- AST 2.1.8 (PE.3.1.3):** Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.
- AST 2.1.9 (PE.3.1.4):** Differentiates between healthy and unhealthy foods.
- AST 2.1.10 (PE.5.1.1):** Identifies physical activity as a component of good health.
- AST 2.1.11 (PE.5.1.2):** Recognizes that challenge in physical activities can lead to success.

SECOND GRADE

- AST 2.2.1 (PE.2.2.1):** Combines locomotor skills in general space to a rhythm.
- AST 2.2.2 (PE.2.2.2):** Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.
- AST 2.2.3 (PE.2.2.3):** Varies time and force with gradual increases and decreases.
- AST 2.2.4 (PE.3.2.1):** Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).
- AST 2.2.5 (PE.3.2.2):** Actively engages in physical education class in response to instruction and practice.
- AST 2.2.6 (PE.3.2.3):** Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.
- AST 2.2.7 (S3.E6.2):** Recognizes “the good health balance” of nutrition and physical activity.

THIRD GRADE

- AST 2.3.1 (PE.2.3.1):** Recognizes the concept of open spaces in a movement context.
- AST 2.3.2 (PE.2.3.2):** Recognizes locomotor skills specific to a wide variety of physical activities.
- AST 2.3.3 (PE.2.3.3):** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
- AST 2.3.4 (PE.2.3.4):** Applies simple strategies & tactics in chasing activities.
- AST 2.3.5 (PE.2.3.5):** Applies simple strategies in fleeing activities.
- AST 2.3.6 (PE.3.3.1):** Charts participation in physical activities outside physical education class.
- AST 2.3.7 (PE.3.3.2):** Identifies physical activity benefits as a way to become healthier.

- AST 2.3.8 (PE.3.3.3):** Engages in the activities of physical education class without teacher prompting.
- AST 2.3.9 (PE.3.3.4):** Identifies the components of health-related physical fitness.
- AST 2.3.10 (PE.3.3.5):** Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.
- AST 2.3.11 (PE.3.3.6):** Completes health-related physical fitness assessments (pre and post) with teacher direction.
- AST 2.3.12 (PE.3.3.7):** Identifies foods that are beneficial for before and after physical activity.
- AST 2.3.13 (PE.5.3.1):** Discusses the relationship between physical activity and good health.
- AST 2.3.14 (PE.5.3.2):** Discusses the challenge that comes from learning a new physical activity.

FOURTH GRADE

- AST 2.4.1 (PE.2.4.1):** Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
- AST 2.4.2 (PE.2.4.2):** Applies the concept of closing spaces in small-sided practice tasks.
- AST 2.4.3 (PE.2.4.3):** Dribbles in general space with changes in direction and speed.
- AST 2.4.4 (PE.2.4.4):** Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or rhythmic environments.
- AST 2.4.5 (PE.2.4.5):** Applies the movement concepts of speed, endurance and pacing for running.
- AST 2.4.6 (PE.2.4.6):** Applies the concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target.
- AST 2.4.7 (PE.2.4.7):** Applies simple offensive strategies and tactics in chasing and fleeing activities.
- AST 2.4.8 (PE.2.4.8):** Applies simple defensive strategies/tactics in chasing and fleeing activities.
- AST 2.4.9 (PE.2.4.9):** Recognizes the types of kicks needed for different games and sports situations.
- AST 2.4.10 (PE.3.4.1):** Analyzes opportunities for participating in physical activity outside physical education class.
- AST 2.4.11 (PE.3.4.2):** Actively engages in the activities of physical education class, both teacher-directed and independent.
- AST 2.4.12 (PE.3.4.3):** Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.
- AST 2.4.13 (PE.3.4.4):** Demonstrates warm-up & cool- down relative to the cardiovascular fitness assessment.
- AST 2.4.14 (PE.5.4.1):** Examines the health benefits of participating in physical activity.

FIFTH GRADE

- AST 2.5.1 (PE.2.5.1):** Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and/or games environments.
- AST 2.5.2 (PE.2.5.2):** Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and/or dance with self-direction.
- AST 2.5.3 (PE.2.5.3):** Applies movement concepts of speed, endurance and pacing in general situations.
- AST 2.5.4 (PE.2.5.4):** Applies concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target in general situations.
- AST 2.5.5 (PE.2.5.5):** Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, rhythms and gymnastics.
- AST 2.5.6 (PE.2.5.6):** Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks.
- AST 2.5.7 (PE.2.5.7):** Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.
- AST 2.5.8 (PE.2.5.8):** Recognizes the type of throw, volley or striking action needed for different games & sports situations.
- AST 2.5.9 (PE.3.5.2):** Actively engages in all the activities of physical education.
- AST 2.5.10 (PE.3.5.3):** Identify and assess the health-related components of fitness.
- AST 2.5.11 (PE.3.5.4):** Identifies the need for warm-up & cool-down relative to various physical activities.

AST 2.5.12 (PE.3.5.5): Applies the following skills in general situations: Completes health-related physical fitness assessments (pre- & post-) and identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.

AST 2.5.13 (PE.3.5.6): Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

AST 2.5.14 (PE.5.5.1): Compares the health benefits of participating in selected physical activities.

ALT 3 - PERSONAL AND SOCIAL SKILLS (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment, and others.

KINDERGARTEN

AST 3.K.1 (PE.4.K.1) : Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

AST 3.K.2 (PE.4.K.2): Acknowledges responsibility for behavior when prompted.

AST 3.K.3 (PE.4.K.3): Follows instruction/directions when prompted.

AST 3.K.4 (PE.4.K.4): Shares equipment and space with others.

AST 3.K.5 (PE.4.K.5): Recognizes the established protocol for class activities.

AST 3.K.6 (PE.4.K.6): Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

AST 3.K.7 (PE.5.K.3): Identifies physical activities that are enjoyable.

AST 3.K.8 (BSD): Understands and demonstrates safety, rules, procedures, and etiquette to be followed during participation in physical activities.

FIRST GRADE

AST 3.1.1 (PE.4.1.1.): Follows the rules & parameters of the learning environment.

AST 3.1.2 (PE.4.1.2): Accepts personal responsibility by using equipment and space appropriately.

AST 3.1.3 (PE.4.1.3): Responds appropriately to general feedback from the teacher.

AST 3.1.4 (PE.4.1.4): Works cooperatively with others in a variety of class environments (e.g., small and large groups).

AST 3.1.5 (S4.E4.1): Works independently with others in a variety of class environments (e.g., small and large groups).

AST 3.1.6 (PE.4.1.5): Exhibits the established protocols for class activities.

AST 3.1.7 (PE.4.1.6): Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

AST 3.1.8 (PE.5.1.3): Describes positive feelings that result from participating in physical activities.

AST 3.1.9 (PE.5.1.4): Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

AST 3.1.10 (BSD): Understands and demonstrates safety, rules, procedures, and etiquette to be followed during participation in physical activities.

SECOND GRADE

AST 3.2.1 (PE.4.2.10): Practices skills with minimal teacher prompting.

AST 3.2.2 (PE.4.2.2): Accepts responsibility for class protocols with behavior and performance actions.

AST 3.2.3 (PE.4.2.3): Accepts positive specific corrective feedback from the teacher.

AST 3.2.4 (BSD): Works cooperatively with others in in a variety of class environments (e.g., small and large

groups).

AST 3.2.5 (PE.4.2.5): Exhibits the use of rules and etiquette in teacher-designed physical activities.

AST 3.2.6 (PE.4.2.6): Works independently and safely in physical education.

AST 3.2.7 (PE.5.2.2): Identify physical activities that bring confidence and challenge.

AST 3.2.8 (PE.5.2.3): Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

AST 3.2.9 (BSD): Understands and demonstrates safety, rules, procedures, and etiquette to be followed during participation in physical activities.

THIRD GRADE

AST 3.3.1 (PE.4.3.1): Works independently for extended periods of time.

AST 3.3.2 (PE.4.3.2): Exhibits personal responsibility in teacher-directed activities.

AST 3.3.3 (PE.4.3.3): Accepts and implements positive specific corrective feedback from the teacher.

AST 3.3.4 (PE.4.3.4): Praises others for their success in movement performance.

AST 3.3.5 (PE.4.3.5): Exhibits the use of rules and etiquette in physical activity with peers.

AST 3.3.6 (PE.5.3.3): Reflects on the reasons for enjoying selected physical activities.

AST 3.3.7 (PE.5.3.4): Describes the positive social interactions that come when engaged with others in physical activity.

AST 3.3.8 (BSD): Applies skills of safety, rules, procedures, and etiquette to be followed during participation in physical activities.

AST 3.3.9 (S4.E4.3a): Works cooperatively with others.

FOURTH GRADE

AST 3.4.1 (PE.4.4.1): Exhibits responsible behavior in independent group situations.

AST 3.4.2 (PE.4.4.2): Reflects on personal social behavior in physical activity.

AST 3.4.3 (PE.4.4.3): Listens respectfully to corrective feedback from others (e.g., peers, adults).

AST 3.4.4 (BSD): Applies skills of safety, rules, procedures, and etiquette to be followed during participation in physical activities.

AST 3.4.5 (PE.4.4.5): Works safely with peers and equipment in physical activity settings.

AST 3.4.6 (S4.E4.4a): Praises the movement performance of others both more- and less-skilled.

AST 3.4.7 (S4.E4.4b): Accepts players of all skill levels into the physical activity.

AST 3.4.8 (PE.5.4.1): Examines the health benefits of participating in physical activity.

AST 3.4.9 (S5.E4.4): Describes and compares the positive social interactions when engaged in partner, small-group, and large group physical activities.

FIFTH GRADE

AST 3.5.1 (PE.4.5.1): Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

AST 3.5.2 (PE.4.5.2): Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.

AST 3.5.3 (PE.4.5.3): Exhibits respect for self with appropriate behavior while engaging in physical activity.

AST 3.5.4 (PE.4.5.4): Gives corrective feedback respectfully to peers.

AST 3.5.5 (PE.4.5.5): Applies skills of accepting and respecting players of all skill levels to general physical activity.

AST 3.5.6 (PE.4.5.6): Applies skills of safety, rules, procedures, and etiquette in general physical activities.

AST 3.5.7 (PE.4.5.7): Applies safety principles with age-appropriate physical activities.

AST 3.5.8 (PE.5.5.2): Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

AST 3.5.9 (PE.5.5.3): Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Middle School Physical Education
Academic Learning Targets
Beaverton School District 2019

ALT 1 - Physical Activity Skills

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

SIXTH GRADE

AST 1.6.1 (PE.1.6.1): Demonstrates correct rhythm and pattern for one of the following rhythms forms: folk, social, creative, line or world dance.

AST 1.6.2 (PE.1.6.2): Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.

AST 1.6.3 (PE.1.6.3): Dribbles with dominant hand or foot using a change of speed and direction in a variety of practice tasks.

AST 1.6.4 (PE.1.6.4): Demonstrates the mature form with an underhand serve with control for net games such as badminton, volleyball or pickleball in a practice task.

AST 1.6.5 (PE.1.6.5): Demonstrates the mature form of the forehand stroke in net games in a practice task.

AST 1.6.6 (PE.1.6.6): Forehand-volleys with a mature form and control using a short-handled implement.

AST 1.6.7 (PE.1.6.7): Demonstrates correct technique for basic skills in one self-selected outdoor activity.

SEVENTH GRADE

AST 1.7.1 (PE.1.7.1): Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance.

AST 1.7.2 (PE.1.7.2): Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball.

AST 1.7.3 (PE.1.7.3): Dribbles with dominant and non-dominant hands or feet using a change of speed and direction in a variety of practice tasks.

AST 1.7.4 (PE.1.7.4): Demonstrates the mature form with an underhand or overhand serve with control for net games such as badminton, volleyball or pickleball in a practice task.

AST 1.7.5 (PE.1.7.5): Demonstrates the mature form of the backhand stroke in net games in a practice task.

AST 1.7.6 (PE.1.7.6): Two-hand-volleys with control in a variety of practice tasks.

AST 1.7.7 (PE.1.7.7): Demonstrates correct technique for basic skills in one outdoor or individual-performance activity.

EIGHTH GRADE

AST 1.8.1 (PE.1.8.1): Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.

AST 1.8.2 (PE.1.8.2): Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.

AST 1.8.3 (PE.1.8.3): Catches with a mature pattern from a variety of trajectories appropriate to the activity in a dynamic environment.

AST 1.8.4 (PE.1.8.4): Passes and receives with an implement in combination with locomotor patterns of running, change of direction, and speed.

AST 1.8.5 (PE.1.8.5): Dribbles with dominant and non-dominant hands or feet using a change of speed and direction in a dynamic environment.

AST 1.8.6 (PE.1.8.6): Shoots on goal with power and accuracy as appropriate to the activity in a dynamic environment.

- AST 1.8.7 (PE.1.8.7):** Executes a legal underhand or overhand serve for net/wall games such as pickleball, tennis, badminton, or volleyball in a dynamic environment.
- AST 1.8.8 (PE.1.8.8):** Demonstrates the mature form of forehand and backhand strokes in net games with power and accuracy in a dynamic environment.
- AST 1.8.9 (PE.1.8.9):** Two-hand-volleys with control in a dynamic environment.
- AST 1.8.10 (PE.1.8.10):** Demonstrates correct technique for basic skills in at least two outdoor/individual-performance activities.

ALT 2 - Physical Activity Strategies

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

SIXTH GRADE

- AST 2.6.1 (PE.2.6.1):** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).
- AST 2.6.2 (PE.2.6.2):** Identifies and/or executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.
- AST 2.6.3 (PE.2.6.3):** Reduces open space on defense by marking and staying close to the opponent.
- AST 2.6.4 (PE.2.6.4):** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass in a practice task.
- AST 2.6.5 (PE.2.6.5):** Transitions from offense to defense or defense to offense by recovering quickly.
- AST 2.6.6 (PE.2.6.6):** Creates open space in net/wall games by varying force and direction.
- AST 2.6.7 (PE.2.6.7):** Reduces offensive options for opponents by returning to mid-court position.
- AST 2.6.8 (PE.2.6.8):** Selects appropriate shot and/or equipment based on location of the object in relation to the target.
- AST 2.6.9 (PE.2.6.9):** Identifies the correct defensive play based on the situation (e.g., number of outs).

SEVENTH GRADE

- AST 2.7.1 (PE.2.7.1):** Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).
- AST 2.7.2 (PE.2.7.2):** Identifies and/or executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.
- AST 2.7.3 (PE.2.7.3):** Reduces open space on defense by making the body larger and reducing passing angles.
- AST 2.7.4 (PE.2.7.4):** Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection in practice tasks or modified game play.
- AST 2.7.5 (PE.2.7.5):** Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
- AST 2.7.6 (PE.2.7.6):** Creates open space in net/wall games by varying force and direction, and by moving opponent from side to side.
- AST 2.7.7 (PE.2.7.7):** Selects offensive shot based on opponent's location (hit where opponent is not).
- AST 2.7.8 (PE.2.7.8):** Varies the speed of the shot based on location of the object in relation to the target.
- AST 2.7.9 (PE.2.7.9):** Selects the correct defensive play based on the situation (e.g., number of outs).

EIGHTH GRADE

- AST 2.8.1 (PE.2.8.1):** Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
- AST 2.8.2 (PE.2.8.2):** Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.
- AST 2.8.3 (PE.2.8.3):** Adjusts open space on defense by staying on the goal side of the offensive player and reducing the distance as needed.

AST 2.8.4 (PE.2.8.4): Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection in a modified game play.

AST 2.8.5 (PE.2.8.5): Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

AST 2.8.6 (PE.2.8.6): Creates open space in net/wall games by varying force or direction, or by moving opponent from side to side and/or forward and back.

AST 2.8.7 (PE.2.8.7): Varies placement, force and timing of return of offensive shot.

AST 2.8.8 (PE.2.8.8): Varies the speed and trajectory of the shot based on location of the object in relation to the target.

AST 2.8.9 (PE.2.8.9): Identifies open spaces and attempts to strike object into that space. Examples of field/striking games include: softball, kickball, etc.

AST 2.8.10 (PE.2.8.10): Reduces open spaces in the field by working with teammates to maximize coverage.

ALT 3 - Personal and Social Skills

The physically literate individual exhibits responsible self-expression and social skills that respects self and others through various social interactions.

SIXTH GRADE

AST 3.6.1 (BSD): Exhibits personal responsibility by being prepared for physical activity (appropriate clothing and shoes for physical activity that promotes safety of self, others and equipment).

AST 3.6.2 (PE.4.6.2): Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

AST 3.6.3 (PE.4.6.3): Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

AST 3.6.4 (PE.4.6.4): Cooperates with a small group of classmates during all class activities under teacher guidance.

AST 3.6.5 (PE.4.6.5): Identifies the rules and etiquette for physical activities/games and dance activities.

AST 3.6.6 (BSD): Uses all Physical Education equipment and facilities respectfully, appropriately and safely with the teacher's guidance.

AST 3.6.7 (PE.5.6.2): Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

AST 3.6.8 (PE.5.6.3): Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

AST 3.6.9 (PE.5.6.5): Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game or activity.

SEVENTH GRADE

AST 3.7.1 (PE.4.7.1): Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.

AST 3.7.2 (PE.4.7.2): Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.

AST 3.7.3 (PE.4.7.3): Demonstrates cooperation skills by following established rules and guidelines for resolving conflicts.

AST 3.7.4 (PE.4.7.4): Problem-solves with a small group of classmates during all class activities with limited teacher guidance.

AST 3.7.5 (PE.4.7.5): Demonstrates knowledge of rules and etiquette by self-officiating, or modifying physical activities/games or rhythmic activities.

AST 3.7.6 (BSD): Independently uses all Physical Education equipment and facilities respectfully, appropriately and safely.

AST 3.7.7 (BSD): Exhibits personal responsibility by being prepared for physical activity (appropriate clothing and shoes for physical activity that promotes safety of self, others and equipment).

AST 3.7.8 (PE.5.7.2): Identifies positive mental and emotional aspects of participating in a variety of physical activities.

AST 3.7.9 (PE.5.7.3): Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

EIGHTH GRADE

AST 3.8.1 (PE.4.8.1): Exhibits responsibility for self and promotes responsibility in others.

AST 3.8.2 (PE.4.8.2): Provides encouragement and feedback to peers without prompting from the teacher.

AST 3.8.3 (PE.4.8.3): Responds appropriately to participants' ethical and unethical behavior during physical activity by using established rules and guidelines for resolving conflicts.

AST 3.8.4 (PE.4.8.4): Cooperates with classmates on problem-solving initiatives using self-directed behaviors.

AST 3.8.5 (PE.4.8.5): Applies rules and etiquette by acting as an official or modifying physical activities/games and rhythmic activities.

AST 3.8.6 (BSD): Independently uses all Physical Education equipment and facilities respectfully, appropriately and safely.

AST 3.8.7 (BSD): Exhibits personal responsibility by being prepared for physical activity (appropriate clothing and shoes for physical activity that promotes safety of self, others and equipment).

AST 3.8.8 (PE.5.8.2): Identifies positive mental and emotional aspects of participating in a variety of physical activities.

AST 3.8.9 (PE.5.8.3): Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

AST 3.8.10 (PE.5.8.5): Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.

ALT 4 - Fitness for Life Concepts

The physically literate individual recognizes and/or demonstrates the knowledge and skills to challenge, achieve, and maintain a health-enhancing level of physical activity and fitness while seeking lifelong enjoyment.

SIXTH GRADE

AST 4.6.1 (PE.3.6.1): Is able to identify three influences on physical activity (e.g., school, family & peers; community & built environment; policy).

AST 4.6.2 (BSD): Participates in and reflects on self-selected physical activity outside of physical education class.

AST 4.6.3 (PE.3.6.3): Participates in a variety of cardiovascular/aerobic fitness activities.

AST 4.6.4 (PE.3.6.4): Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.

AST 4.6.5 (PE.3.6.5): Identifies the components of skill-related fitness.

AST 4.6.6 (PE.3.6.6): Employs correct techniques and methods of stretching.

AST 4.6.7 (PE.3.6.7): Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility).

AST 4.6.8 (PE.3.6.8): Describes the role of warm-ups and cool-downs before and after physical activity.

AST 4.6.9 (PE.3.6.9): Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.

AST 4.6.10 (PE.3.6.10): Identifies major muscles used in selected physical activities.

AST 4.6.11 (PE.3.6.11): Identify areas of weakness based on the results of health-related fitness assessment.

AST 4.6.12 (PE.3.6.12): Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.

AST 4.6.13 (PE.3.6.13): Identifies positive and negative results of stress and appropriate ways of dealing with each.

AST 4.6.14 (BSD) : Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity.

AST 4.6.15 (PE.5.6.1): Describes how being physically active leads to a healthy body.

AST 4.6.16 (PE.5.6.2): Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

AST 4.6.17 (PE.5.6.4): Describes how moving in a physical activity setting creates enjoyment.

SEVENTH GRADE

AST 4.7.1 (PE.3.7.1): Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

AST 4.7.2 (BSD): Participates in and reflects on self-selected physical activity outside of physical education class.

AST 4.7.3 (PE.3.7.3): Participates in a variety of strength-fitness and endurance-fitness activities.

AST 4.7.4 (BSD): Participates in a variety of lifetime dual and individual sports ~~martial arts or aquatic activities.~~

AST 4.7.5 (PE.3.7.5): Distinguishes between health-related and skill-related fitness.

AST 4.7.6 (PE.3.7.6): Describes and demonstrates the difference between dynamic and static stretches.

AST 4.7.7 (PE.3.7.7): Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.

AST 4.7.8 (PE.3.7.8): Designs a warm-up/cool-down regimen for a self-selected physical activity.

AST 4.7.9 (PE.3.7.9): Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.

AST 4.7.10 (PE.3.7.10): Describes how the muscular system interacts with bones to create movement in pairs by relaxing and contracting.

AST 4.7.11 (PE.3.7.11): Design a program of remediation based on the results of personal health-related fitness assessment.

AST 4.7.12 (PE.3.7.12): Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.

AST 4.7.13 (PE.3.7.13): Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.

AST 4.7.14 (BSD): Participates in moderate to vigorous aerobic and or muscle and bone-strengthening physical activity.

AST 4.7.15 (PE.5.7.1): Identifies different types of physical activities and describes how each exerts a positive effect on health.

AST 4.7.16 (PE.5.7.4): Identifies why self-selected physical activities create enjoyment.

EIGHTH GRADE

AST 4.8.1 (PE.3.8.1): Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle.

AST 4.8.2 (PE.3.8.2): Participates in self-selected physical activity outside of physical education class.

AST 4.8.3 (PE.3.8.3): Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.

AST 4.8.4 (PE.3.8.4): Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.

AST 4.8.5 (PE.3.8.5): Compares and contrasts health-related fitness components.

AST 4.8.6 (PE.3.8.6): Employs a variety of appropriate static stretching techniques for all major muscle groups.

AST 4.8.7 (PE.3.8.7): Uses the overload principle (FITT formula) in preparing a personal workout.

AST 4.8.8 (PE.3.8.8): Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.

AST 4.8.9 (PE.3.8.9): Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.

AST 4.8.10 (PE.3.8.10): Explains how major muscle groups interact with other body systems during physical activity.

AST 4.8.11 (PE.3.8.11): Designs and implements a program of remediation for areas of weakness based on the results of personal health-related fitness assessment.

AST 4.8.12 (PE.3.8.12): Describes the relationship between poor nutrition and health risk factors.

AST 4.8.13 (PE.3.8.13): Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

AST 4.8.14 (BSD): Participates in moderate to vigorous aerobic and or muscle and bone-strengthening physical activity.

AST 4.8.15 (PE.5.8.1): Identifies different types of physical activities and describes how each exerts a positive effect on health.

AST 4.8.16 (PE.5.8.4): Identifies why self-selected physical activities create enjoyment.

High School Physical Education Academic Learning Targets 2019

ALT 1- Physical Activity Skills

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

AST 1.HS.1 (BSD):

Level 1

Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, team-performance activities, aquatics, net/wall games or target games).

Level 2:

Refines activity-specific movement skills in one or more lifetime activities (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, team-performance activities, aquatics, net/wall games or target games)

AST 1.HS.2 (PE.1.HS.2):

Level 1

Demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form of rhythmic activities (e.g., ballet, modern, hip hop, tap, tabata, step aerobics, cardio drumming, vinyasa yoga, zumba, etc).

Level 2

Demonstrates competency is a form of rhythmic activities by choreographing a rhythmic activities or by giving a performance.

AST 1.HS.3 (PE.1.HS.3):

Level 1

Demonstrates competency of specialized skills in health-related fitness activities (balance, coordination, power, reaction time, agility and speed) through addressing 1 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.

Level 2

Demonstrates competency of specialized skills in health-related fitness activities through addressing 2 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.

ALT 2- Physical Activity Strategies

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

AST 2.HS.1 (BSD):

Level 1

Identifies and defines the terminology associated with aerobic/cardiorespiratory activities, outdoor pursuits, individual-performance activities, team-performance activities, aquatics, net/wall games or target games.

Level 2

Understands and applies the terminology associated with aerobic/cardiorespiratory activities, outdoor pursuits, individual-performance activities, team-performance activities, aquatics, net/wall games or target games.

AST 2.HS.2 (PE.2.HS.2):

Level 1

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill.

Level 2

Describes the speed/accuracy trade-off in a self-selected skill.

AST 2.HS.3 (PE.2.HS.3):

Level 1

Creates a practice plan to improve performance for a self-selected skill.

Level 2

Identifies the stages of learning a motor skill (e.g. cognitive (verbal), associative, and autonomous).

ALT 3- Personal and Social Skills

The physically literate individual exhibits responsible self-expression and social skills that respects self and others through various social interactions.

AST 3.HS.1 (PE.4.HS.1):

Level 1

Understands personal factors and barriers that impact participation.

Level 2

Employs effective self-management skills to evaluate personal factors and barriers that impact participation and modifies physical activity patterns, as needed.

AST 3.HS.2 (PE.4.HS.2):

Level 1

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.

Level 2

Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsmanlike behavior.

AST 3.HS.3 (PE.4.HS.3):

Level 1

Uses communication skills and strategies that promote team/ group dynamics.

Level 2

Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

AST 3.HS.4 (PE.4.HS.4):

Level 1

Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

Level 2

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

AST 3.HS.5 (PE.4.HS.5):

Level 1

Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Level 2

Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

ALT 4- Fitness for Life

The physically literate individual recognizes and/or demonstrates the knowledge and skills to challenge, achieve, and maintain a health-enhancing level of physical activity and fitness while seeking lifelong enjoyment.

AST 4.HS.1 (PE.3.HS.1):

Level 1

Discusses the benefits of a physically active lifestyle.

Level 2

Create and implement a plan to be physically active 60 minutes a day.

AST 4.HS.2 (BSD):

Level 1

Evaluates activities that can be pursued in the local environment based on social support network and participation requirements.

Level 2

Evaluates activities that can be pursued in the local environment based on social support network and participation requirements.

AST 4.HS.3 (PE.3.HS.3):

Level 1

Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span as it relates to physical activity.

Level 2

Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.

AST 4.HS.4 (PE.3.HS.4):

Level 1

Participates several times a week in a self-selected lifetime activity, rhythmic activities or fitness activity.

Level 2

Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).

AST 4.HS.5 (PE.3.HS.5):

Level 1

Identifies strength and conditioning exercises that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.

Level 2

Designs and implements a strength and conditioning program that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.

AST 4.HS.6 (PE.3.HS.6):

Level 1

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

Level 2

Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

AST 4.HS.7 (PE.3.HS.7):

Level 1

Calculates target heart rate and applies that information to personal fitness plan to understand rate of perceived exertion.

Level 2

Adjusts pacing to keep heart rate in the target zone, using technology (e.g., pedometer, heart rate monitor) if available, to self-monitor aerobic intensity.

AST 4.HS.8 (PE.3.HS.8):

Level 1

Understand the meaning of physical fitness and design a personal fitness program, including all components of health-related fitness for post physical education class.

Level 2

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.

AST 4.HS.9 (BSD):

Level 1

Analyzes the health benefits of a self-selected physical activity.

Level 2

Analyzes the health benefits of a self-selected physical activity.

AST 4.HS.10 (BSD):

Level 1

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Level 2

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Appendix A: Best Practices Resources

Beaverton School District Wellness Policy

<https://www.beaverton.k12.or.us/depts/nutserv/Pages/wellness-policy.aspx>

Center for Educational Leadership. 5 Dimensions of Teaching and Learning

<http://info.k-12leadership.org/5-dimensions-of-teaching-and-learning>

International Physical Literacy Association (2017)

<https://www.physical-literacy.org.uk>

Kaplan, Liverman & Kraak. (2005) Institute of Medicine (US) Committee on Prevention of Obesity in Children and Youth; Koplan JP, Liverman CT, Kraak VI, editors. Washington (DC): National Academies Press (US)

Oregon Department of Education <https://www.oregon.gov/ode/educator-resources/standards/physicaleducation/Pages/default.aspx>

Society of Health and Physical Educators (SHAPE)

<https://www.shapeamerica.org>

<https://www.shapeamerica.org/standards/guidelines/pa-children-5-12.aspx>

https://www.shapeamerica.org/advocacy/son/2016/upload/SON_-Oregon_-2016.pdf

<https://www.oregon.gov/ode/educator-resources/standards/physicaleducation/Documents/su>
[maryofhealthlawsrulesbills](https://www.oregon.gov/ode/educator-resources/standards/physicaleducation/Documents/su)

<https://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>

5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom?
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

SD™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher's instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. 	
	Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	