

WGSD Curriculum  
Physical Education

**Course: Physical Education**

**Grade Level: 9-10**

**LG 1 Sportsmanship**

**High Priority Standards**

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

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

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

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

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

**Students Know How To:**

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

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**Course: Physical Education**

**Grades: 9-10**

**LG 2 Health Concepts**

**High Priority Standards**

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

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

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

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

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

Students Know How To:

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

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**Course: Physical Education**

**Grade Level: 9-10**

**LG 3 Techniques**

**High Priority Standards**

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

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

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

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

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

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

**Learning Targets**

Students Know How To:

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

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**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**LG 1 Injury/Illness Prevention**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 2: Prevention

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

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

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

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

**Learning Targets**

**Students know how to:**

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



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**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**LG 2 Clinical Evaluation and Diagnosis**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 4: Clinical Evaluation and Diagnosis

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

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

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

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

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

**Learning Targets**

**Students know how to:**

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

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**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**LG 3 Immediate and Emergency Care**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 3: Immediate Care

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

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

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

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

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

**Learning Targets**

**Students know how to:**

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

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**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**LG 4 Treatment, Rehabilitation and Reconditioning**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 5: Treatment, Rehabilitation and Reconditioning

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

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

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

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

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

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

**Learning Targets**

**Students know how to:**

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

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**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**LG 5 Organization, Administration and Professional Development**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 7: Organization and Administration

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

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

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

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

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

**Learning Targets**

**Students know how to:**

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



WGSD Curriculum  
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**Course: Advanced Athletic Training**

**Grade Level: 10-12**

**LG 1 Injury/Illness Prevention**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 2: Prevention

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

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

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

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

**Learning Targets**

**Students know how to:**

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

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**Course: Advanced Athletic Training**

**Grade Level: 10-12**

**LG 2 Clinical Evaluation and Diagnosis**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 4: Clinical Evaluation and Diagnosis

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

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

## WGSD Curriculum Physical Education

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

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

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

### **Learning Targets**

#### **Students know how to:**

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

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

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 3: Immediate Care

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

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

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Physical Education

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

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

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

**Learning Targets**

**Students know how to:**

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

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**Course: Advanced Athletic Training**

**Grade Level: 10-12**

**LG 4 Treatment, Rehabilitation and Reconditioning**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 5: Treatment, Rehabilitation and Reconditioning

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

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

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

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

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

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

**Learning Targets**

**Students know how to:**

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



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Physical Education

**Course: Advanced Athletic Training**

**Grade Level: 10-12**

**LG 5 Organization, Administration and Professional Development**

**High Priority Standards**

**BOC Standards of Professional Practice**

Practice Standards - Standard 7: Organization and Administration

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

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

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

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

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

**Learning Targets**

**Students know how to:**

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

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**Course: Personal Fitness**  
**Grades 10-12**  
**LG 1 Sportsmanship**

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

**Standard 2:** The physically literate individual applies knowledge of concept, principles, strategies and tactics related to movement and performance.

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

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

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

**Learning Goal**

Students will understand the personal and social responsibility of sportsmanship.

**Proficiency Scale**

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

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

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

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

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

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

**Learning Targets**

**Students Know How To:**

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

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Physical Education

**Course: Personal Fitness**  
**Grades 10-12**  
**LG 2 Concepts**

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

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

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

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

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

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

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endurance, flexibility and aerobic fitness.

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

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

**Learning Targets**

**Students Know How To:**

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

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Physical Education

**Course: Personal Fitness**

**Grades 10-12**

**LG 3 Movement**

**High Priority Standards**

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

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

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

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

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

**Learning Goal**

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

**Proficiency Scale**

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

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

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

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

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

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

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

**Learning Targets**

**Students Know How To:**

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



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Physical Education

**Course: Strength and Conditioning**  
**Grade Level: 10-12**  
**LG 1 Sportsmanship**

**High Priority Standards**

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

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

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

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

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

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

**Learning Targets**

Students Know How To:

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

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Physical Education

**Strength and Conditioning**  
**Grades 10-12**  
**LG 2 Daily Exercise**

**High Priority Standards**

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

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

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

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**Learning Targets**

Students Know How To:

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

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Physical Education

**Strength and Conditioning**

**Grades 10-12**

**LG 3 Muscle groups**

**High Priority Standards**

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

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

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

**Learning Goal**

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

**Proficiency Scale**

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

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

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

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

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

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

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**Learning Targets**

Students Know How To:

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

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Physical Education

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

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

**Standard 2:** The physically literate individual applies knowledge of concepts, principle, strategies and tactics related to movement and performance.

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

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

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

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

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Physical Education

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

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

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

**Learning Targets**

**Students Know How To:**

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



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Physical Education

**Team Sports**  
**Grades 10-12**  
**LG 2 Fitness Concepts**

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

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

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

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

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

**Learning Goal**

Students will understand team sports related fitness concepts and skills.

**Proficiency Scale**

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

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

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

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

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

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Physical Education

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

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

**Learning Targets**

Students know how to:

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

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**Team Sports**  
**Grade 10-12**  
**LG 3 Techniques**

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

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

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

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

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

**Learning Goal**

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

**Proficiency Scale**

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

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

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

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

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

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Physical Education

game rules and violations.

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

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

**Learning Targets**

Students know how to:

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

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Physical Education

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

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

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

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

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

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

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

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Physical Education

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

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

**Learning Targets**

**Students Know How To:**

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

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Physical Education

**Course: Weight Training**

**Grade Level: 9-12**

**LG 2 Practice**

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

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

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

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

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

**Learning Goal**

Students will understand the benefits of daily exercise.

**Proficiency Scale**

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

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

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

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

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**Learning Targets**

**Students Know How To:**

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



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**Course: Weight Training**

**Grade Level: 9-12**

**LG 3 Muscle Groups**

**High Priority Standards**

**National Standards for K-12 Physical Education**

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

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

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

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

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

**Learning Goal**

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

**Proficiency Scale**

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

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

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

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

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

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- Performing strength training exercises.

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

**Learning Targets**

**Students Know How To:**

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