Physical Education Assistant Curricular Document

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Course Information

Physical Education Assistant	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	1 term, repeatable
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	2016, Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Successful completion of Physical Education requirements for graduation.	04/2024

Desired Results

COURSE DESCRIPTION

As part of the physical education program, qualified juniors or seniors are provided the opportunities to develop leadership roles, provide special help to PE students, and to develop an increased awareness of their own skills regarding the various aspects of teaching and interacting with others. Students assist a certificated teacher in reinforcing instruction to individual or small groups of students in a physical education classroom or outdoor environment; assists in the preparation of instructional materials and implementation of lesson plans; performs routine clerical and supportive tasks for instructional personnel; set-ups equipment for physical education classes and sports activities.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1. Proficient movement skills provide competency in all physical activities. 2. There are necessary psychological and physical skills that will help	• What different ways can the body move given a specific purpose? • How will you help a team be successful? • What does it mean to be a good teammate?

support continued lifetime physical fitness. 3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 6. Physical activity promotes social, emotional, and physical well being of self and the community.	• How can we move effectively and efficiently? • How do you determine whether a strategy is effective? • What can we do to be physically active and why is this important? • Why is it important to be physically fit and how can we stay fit? • How do we interact with others during physical activity? • How will physical activity help us now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	x		
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	x		
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	x		
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		x	
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.			x

Unit 1: Instructional Opportunities

Assists a certificated teacher in reinforcing physical education instruction to individual or small groups of students in a physical education classroom or outdoor environment; assists in the preparation of instructional materials and implementation of lesson plans. Leads, monitors and oversees student drills, warm-up stretches, practices and exercises; coordinates teams and activities for physical education classes; organizes sports activities during lunch and recess

UNIT DESIRED RESULTS

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	LEARNING PRIORITY	*Level 1* LEARNING TARGETS: *I can…*	*Level 2* LEARNING TARGETS: *I can…*	*Level 3* LEARNING TARGETS: *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	•	•
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. • PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms.	•	•
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H5.L1 Explore local community for physical activity opportunities.	•	•
Standard 4: The student will exhibit		• PE.S4.H5.L1 Analyze feedback provided by a peer to	•	•

responsible personal and social behavior that respects self and others.		determine accuracy using teacher-generated criteria. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.		
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self- expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice). • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	•	•

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ➔ Leadership skills to support student performance tasks.
- ➔ I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities with a partner or group.
- ➔ I can identify skill related fitness components that impact performance in an individual and assess how I can help someone complete a task for all students

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction: *Students practice and use these strategies alongside the certified teacher: goal-setting, self-assessment, 1:1 or small group conferring, quick write on a certain topic or essential question, reflection on fitness assessment data, life-long fitness plan, formative skills checks, reflection on heart rate printouts, peer observation, self observation, journals, portfolios, game play analysis, nutrition analysis tasks, daily fitness log, etc*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting,	☐ Vary goal creation, self assessments,	☐ Establish clear expectations and vary

communication method, or reflection questioning used.	and fitness plan.	reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 2: Clerical and Supportive Tasks

Performs a variety of clerical duties in support of physical education activities such as preparing, duplicating and filing instructional materials; types and inputs data into an assigned computer system; maintains student records and files including student attendance records, grades and related information. Provides support to the teacher by setting up equipment for physical education classes, sports activities; assists in set-up, distributing, collecting and storing physical education and sports equipment.

UNIT DESIRED RESULTS

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	LEARNING PRIORITY	*Level 1* LEARNING TARGETS: *I can...*	*Level 2* LEARNING TARGETS: *I can...*	*Level 3* LEARNING TARGETS: *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	•	•
Standard 2: The student will apply knowledge of concepts, principles,		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected	•	•

strategies and tactics related to movement and performance.		physical activity skill. • PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms.		
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H5.L1 Explore local community for physical activity opportunities.	•	•
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.	•	•
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self- expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice). • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	•	•

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Clerical and Supportive Checklist
- ➔ I can help manage through officiating the rules and procedures in all physical activity settings.
- ➔ I can complete slide decks, media, articles and instructional videos and link in numerous instructional forms.
- ➔ I can complete and update rules and skills sheets for any given sport.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction: *Students practice and use these strategies alongside the certified teacher: goal-setting, self-assessment, 1:1 or small group conferring, quick write on a certain topic or essential question, reflection on fitness assessment data, life-long fitness plan, formative skills checks, reflection on heart rate printouts, peer observation, self observation, journals, portfolios, game play analysis, nutrition analysis tasks, daily fitness log, etc*

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Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 3: Organization

Assures the health and safety of students by following established practices and procedures; cleans, maintains and assures physical education equipment is in working condition. Organizes and puts away equipment keeping the closets in a working and manageable order.

UNIT DESIRED RESULTS

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	LEARNING PRIORITY	*Level 1* LEARNING TARGETS: *I can…*	*Level 2* LEARNING TARGETS: *I can…*	*Level 3* LEARNING TARGETS: *I can…*
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		within physical activity and dance forms.		
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H5.L1 Explore local community for physical activity opportunities.	•	•
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.	•	•
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self- expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice). • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	•	•

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Organization Checklist
- ➔ I can be given a list of organizational tasks and complete them in a timely fashion.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction: *Students practice and use these strategies alongside the certified teacher: goal-setting, self-assessment, 1:1 or small group conferring, quick write on a certain topic or essential question, reflection on fitness assessment*

data, life-long fitness plan, formative skills checks, reflection on heart rate printouts, peer observation, self observation, journals, portfolios, game play analysis, nutrition analysis tasks, daily fitness log, etc

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Strategies for Varied Level Learners

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☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other: