Pilot Course Proposal

Submitted by: ____Teri Garrett_____ Building: ___LHS/District Facilitator_____

Proposed Course Title: _____Cooperative Physical Education_____

Grade Level: ___9-12_____ Department: _____Physical Education _____

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?

Upon completion of this course students will be able to meet the following Washington State _____K-12 Learning Standards:

This course is designed to be inclusive of all students, regardless of disability or racial background, ensuring that it addresses the needs of students who's physical activity needs, sensory needs, and interests can be overlooked in traditional PE models. The course's learning objectives are centered on creating environments that celebrate diverse cultures, uniqueness, and a sense of belonging for everyone. By focusing on inclusivity and universal access to physical education, this course supports our broader goal of ensuring that all students have equitable opportunities to succeed and thrive.

Currently students are placed in a PE class based primarily on their teacher's planning period and it is often not a correct placement. These students are not integrated within the class setting due to safety and other concerns.

Our goal with be a 50/50 ratio of student abilities.

Schools would help market the class to students who want to work with a variety of abilities including those in sports medicine, rehabilitation and teacher academy.

It would be offered 1 trimester per year allowing students with disabilities 2.0 credits for graduation. This would be offered 2nd or 3rd trimester allowing both the classroom teacher and physical education teacher amble time to gather the information needed to create meaningful activities based on ability level and their specific IEPs.

Course Description: A class that creates a culture for learning and access for all abilities while participating in a variety of collaborative and inclusive physical activities that lead to a healthy active life. The course is designed to have a max size of 25 students, a slower pace, repetitive routines, smaller group work, highlight collaboration and abilities, and intentional inclusive activities broken down into smaller components.

State PE Standards are attached.

- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)

  Same assessments will be used as in other physical education courses.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)** This course would align with state and national standards for Physical Education
- **Integration of technology:** heart rate monitors
- **Infusion of diversity/multicultural perspectives**
- **Integration with other subject areas – sports medicine, teacher academy**
- **Provision of appropriate experiences for learners of varying abilities - a variety of equipment and resources including the adapted PE library will be used so that all students will have the ability to participate**
- **Development of higher level thinking and processing skills**
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course? None**

- Statement of impact:

The purpose of this class is to be partners and supports for students with disabilities in their physical education class. The class offering could include team sports, individual sports, exercises, and rhythmic activities. Principles taught in this class will follow the physical education core curriculum and enhance teaching and learning skills for all students. The purpose of this class is to provide a modified physical education class to students with disabilities where students with and without disabilities come together in an inclusive cooperative learning environment that is set up towards modified curriculum outcomes. Physical Education partners of differing skill ability come together as classmates. Classmates of higher abilities act as mentors to assist teammates of lower abilities in developing sport-specific skills, and in successfully participating in a cooperative environment. This class would be offered once per year as a trimester long course.

- Instructional materials and cost (include titles, names of publishers and copyright). No additional materials currently needed. We have an adapted library of equipment to utilize, along with prior trainings and resources.

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature	Date
1. Department Head (Secondary) **Accepts ☒ Rejects ☐**	Jeri Hanett	12/3/24
2. Principal **Accepts ☒ Rejects ☐**	Thomas Cole	12/03/24
3. District Content Facilitator **Accepts ☒ Rejects ☐**	Jeri Hanett	12/3/24
4. Curriculum Director **Accepts ☐ Rejects ☐**		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.

Standard #1: Students will demonstrate competency in a variety of motor skills and movement patterns

	High School Year 1	High School Year 2
Lifetime Activities		
1. Games and Sports	Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS1	Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS2
2. Individual-Performance Activities	Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1	Refine activity-specific movement skills in two or more individual-performance activities. PE1.2.HS2
3. Outdoor Pursuits	Demonstrate competency in activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS1	Refine activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS2

Standard #2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

	High School Year 1	High School Year 2
Lifetime Activities		
1. Strategies and Tactics	Develop an offensive and a defensive strategy for the purpose of game play. PE2.1.HS1	Create and apply multiple offensive and defensive strategies for game play. PE2.1.HS2
2. Movement Performance	Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1	Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. PE2.2.HS2
3. Movement Concepts	Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1	Create plan to improve performance of a self-selected motor skill. PE2.3.HS2
4. Training Principles and Knowledge	Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1	Apply training principles and knowledge to two or more self-selected activities. PE2.4.HS2

Standard #3: Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

	High School Year 1	High School Year 2
Physical Activity		
1. Benefit of Physical Activity	Investigate relationship between physical activity, nutrition, and body composition. PE3.1.HS1	Evaluate benefits of a physically active lifestyle as it relates to college or career productivity. PE3.1.HS2
2. Physical Activity in the Community	Investigate activities that can be pursued in the local environment. PE3.2.HS1	Evaluate (according to benefits, social support, and participation requirements) activities that can be pursued in the local environment. PE3.2.HS2
3. Physical Activity for a Lifetime	Evaluate risks and safety factors that might affect physical preferences throughout the life span. PE3.3.HS1	Evaluate barriers to physical activity throughout the life span and promote strategies to overcome them. PE3.3.HS2
4. Engagement in Physical Activity	Participate regularly in physical activity outside of the school day. PE3.4.HS1	Create a plan, train for, and participate in a community event with a focus on physical activity. PE3.4.HS2
Fitness		
5. Health-Related Fitness	Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a Use types of muscular strength and muscular endurance exercises (isometric, concentric, eccentric). PE3.5.HS1b Use types of flexibility exercises (static, dynamic). PE3.5.HS1c	Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2b
6. Training Principles	Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS1	Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2
7. Engagement in Fitness Activities	Participate regularly in self-selected fitness activities outside of school. PE3.7.HS1	Participate regularly in a variety of self-selected fitness activities outside of school. PE3.7.HS2
Physical Activity and Fitness Planning		
8. Individual Plan	Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1	Design and implement a strength, conditioning, and nutrition plan that develops balance in opposing muscle groups (agonist and antagonist) and supports a healthy, active lifestyle to maintain or improve body composition. PE3.8.HS2

Standard #4: Students will exhibit responsible personal and social behavior that respects self and others

	High School Year 1	High School Year 2
1. Personal Responsibility	Demonstrate intrinsic motivation by selecting or planning opportunities to participate in physical activity inside and outside of school. PE4.1.HS1	Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2
2. Rules and Etiquette	Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1	Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2
3. Working with Others	Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1	Assume a leadership role in a physical activity setting. PE4.3.HS2a Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b
4. Safety	Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1	Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2

Standard #5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and or social interaction

	High School Year 1	High School Year 2
1. Challenge	Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1	Choose an appropriate level of challenge to experience success in a self-selected physical activity. PE5.1.HS2
2. Self-Expression and Enjoyment	Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS1	Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS2
3. Social Interaction	Identify opportunities for social interaction in a self-selected physical activity. PE5.3.HS1	Evaluate opportunities for social interaction and social support in a self-selected physical activity. PE5.3.HS2