Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Electives			
Content Area/Grade Level: Electives/High School – Physical Education			
Course Description: This course is designed to develop physically literate individuals who have learned the skills that are essential to living a wholesome life. For example, it provides them with an essential understanding of how to self-assess, plan, perform, understand results, and track physical activities appropriate for developing wholesome living.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Standard 1			
Concept 1: Lifetime Activities **S1.H1.L1:** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). **S1.H1.L2:** Refines activity-specific movement skills in one or more lifetime activities. (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired	Continues Throughout Course

	learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the proposed Fifth Arrow online program content, is web-based online delivery. Based on needs identified by teacher monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways. **Flexible deliverability** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while	performance goal for all students is to attain a score of 100% on all assignments. The minimum that will be accepted on each assignment and assessment is 70%. **Assessment and Testing** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills	

	listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning. **Teacher online office hours:** Teachers provide four hours of online synchronous office hours. Additional synchronous time can be requested by students as needed. **Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required.	and operations: Lesson Activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. These three types of activities are described in the Learning Activities section above. The following comments address their use for assessment. • **Lesson Activities** help students develop a deep understanding of the learning objective, usually through participation in exercise and	

	Supplemental assignments: The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the administrator. **Practice exercises:** The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity	physical activity. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in the course learning path.	

	to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include: • eNotes • Resource Folder	• **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose. A	

	• Dictionary • Text to Speech (content reader) • Translator (16 languages) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	minimum score of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communicatio n skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can	

		customize the course, however, to include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. **<u>Objective Assessments.</u>** There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester.	

		• **Unit pretests** are optional multiple-choice assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of	

		strength and weakness. These multiple-choice tests are taken online and contain randomly generated questions. A minimum score of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are	

		multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives covered in the course. The End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement,	

		and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly generated questions) and are provided online. **Remediation:** Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student	

		to assist and reteach as needed. **Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. **<u>Scoring Rubric will vary based on type of activities in each course. Example:</u>** • Participation and Progress = 10% • Discussions = 10% • Drop Box (Unit/ Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester	

		Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class and Assignment • Curriculum Items	

		Response Report • Curriculum Strengths and Needs by Class	
Concept 2: Dance and Rhythms **S1.H2. L1:** Demonstrates competency in dance forms and rhythmic movements to include dynamic warmups, agility drills as wells as cultural and social occasions such as weddings and parties. Demonstrating competency in 1 form of dance (e.g., ballet, modern, hip hop, tap, etc.). **S1.H2. L2:** Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine or by giving a performance.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course
Concept 3: Fitness Activities	**(See above)**	(See above)	(See above)

S1.H3.L1: Demonstrates competency in one or more specialized skills to include demonstration, application and evaluation in health and skill-related fitness activities. **S1.H3.L2:** Demonstrates competency in 2 or more specialized skills including demonstration, application and evaluation in health related fitness activities.	**All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	Continues Throughout Course
Standard 2			
Concept 1: Movement Concepts, Principles, and Knowledge **S2.H1.L1:** Identifies examples of social and technical dance forms and rhythmic movements.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

S2.H1.L2: Identifies and discusses the historical and cultural roles of games, sports and dance in a society. **S2.H2.L1:** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. **S2.H2.L2:** Describes the speed/accuracy trade-off in throwing and striking skills. **S2.H3.L1:** Create a practice plan to improve performance for a self-selected skill. **S2.H3.L2:** Identifies the stages of learning a motor skill. **S2.H4.L1:** Identifies examples of social and technical dance forms. **S2.H4.L2:** Compares similarities and differences in various dance forms.	**office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		
Standard 3			
Concept 1: Physical Activity Knowledge **S3.H1.L1:** Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

S3.H1.L2: Investigates the relationships among physical activity, nutrition, and body composition. **S3.H2.L1:** Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. **S3.H2.L2:** Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. **S3.H3.L1:** Identifies issues associated with exercising in heat, humidity, and cold. **S3.H3.L2:** Applies rates of perceived exertion and pacing. **S3.H4.L1**: Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle. **S3.H4.L2**: Apply, analyze and evaluate technology and social media as a tool to support a healthy active lifestyle. **S3.H5.L1**: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. **S3.H5.L2**: Analyzes the impact of risks and	**office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		

safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.			
Concept 2: Engages in Physical Activity **S3.H6.L1**: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. **S3.H6.L2**: 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).	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course
Concept 3: Fitness Knowledge	**(See above)**	(See above)	(See above)

S3.H7.L1: Demonstrates appropriate technique in resistance training. **S3.H7. L2:** Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle. **S3.H8.L1:** Relates physiological responses to individual levels of fitness and nutritional balance. **S3.H8.L2**: Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic). **S3.H9.L1:** Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic). **S3.H9.L2:** Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. **S3.H10.L1**: Calculates target heart rate and applies that information to a personal fitness plan.	**All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	Continues Throughout Course

S3.H10.L2: Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.			
Concept 4: Assessment and Program Planning **S3.H11.L1:** Designs a fitness program including all components of health-related fitness that relates to college/career productivity. **S3.H11.L2:** Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement , plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). **S3.H12.L1:** Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. **S3.H12.L2:** Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course
Concept 5: Nutrition	**(See above)**	(See above)	(See above)

S3.H13.L1: Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g. pre, during and post-activity).	**All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	Continues Throughout Course
Concept: Stress Management **S3.H14.L1:** Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. **S3.H14.L2:** Applies stress-management	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	**Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		
Standard 4			
Concept 1: Personal Responsibility **S4.H1.L1:** Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. **S4.H1.L2:** Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

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Concept 2: Rules and Fair Play **S4.H2.L1**: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance **S4.H2.L2:** Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

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Concept 3: Working with Others **S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics. **S4.H3.L2:** Assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. **S4.H4.L1:** Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. **S4.H4.L2:** Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

Concept 4: Safety **S4.H5.L1**: Understands best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.). **S4.H5.L2:** Applies best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course
Standard 5			
Concept 1: Health **S5.H1.L1:** Analyzes the health benefits of a self-selected physical activity.	**(See above)** **All online materials are printable** **Secure internal messaging system**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

S5.H1.L2: If the outcome was not achieved in Level 1, it should be a focus in Level 2.	**Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		
Concept 2: Challenge **S5.H2.L1:** Challenge is a focus in Level 2 only. **S5.H2.L2:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

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Concept 3: Self-Expression/Enjoyment **S5.H3.L1:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. **S5.H3.L2:** Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

	• Dictionary • Text to Speech (content reader) • Translator (16 languages)		
Concept 4: Social Interaction **S5.H2.L1**: Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment. **S5.H2.L2**: Participates in inclusive programs that combine students of all ability levels.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course