



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Julie Des Jarlais
Sandra Hett
John Krings, President

May 2, 2022

LOCATION: East Junior High Cafeteria
311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.
- IV. Actionable Items
 - A. Physical Education K-5 Curriculum Maps
 - B. Agenda Planners
 - C. Get Kids Ahead Initiative Grant
 - D. Peer Review and Mentoring Grant
 - E. Professional Development Plan (2022-2023)
 - F. Professional Development Day Schedule
 - G. Lu Projector Systems for K-5 Physical Education
 - H. WSAW "Schools are a Great Place to Work" Campaign
- V. Updates
 - A. WRPS German Language Program
- VI. Consent Agenda Items
- VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



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BACKGROUND

Katie Bielski-Medina, Chairperson
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May 2, 2022

LOCATION: East Junior High Cafeteria
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TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
 - A. Physical Education K-5 Curriculum Maps

Roxanne Filtz, Director of Curriculum and Instruction and Justin Weinhold, K-12 Physical Education Curriculum Chairperson, will be present to share the proposed curriculum maps for the K-5 physical education curriculum. Over the past several years the K-5 Physical Education Subcommittee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice to create curriculum maps for their content area. Attachment A sets out a curriculum overview for the District's K-5 Physical Education Program.

The District Elementary Physical Education Sub-Committee presented their proposed curriculum maps to the District Council for Instructional Improvement (CII) on April 20, 2022. The CII unanimously voted to recommend approval of the proposed curriculum maps.

The administration recommends adoption of the proposed K-5 Physical Education Curriculum maps beginning with the 2022-2023 school year.

- B. Agenda Planners

Proposed changes for the 2022-2023 Agenda Planners for Lincoln High School (LHS), Wisconsin Rapids Area Middle School (WRAMS) and the Wisconsin Rapids elementary schools are set out in Attachments B, C and D respectively. Ms. Filtz as well as building administrators will present the proposed modifications.

The administration recommends approval of the proposed modifications to the LHS Planner for the 2022-2023 school year.

The administration recommends approval of the proposed modifications to the WRAMS Planner for the 2022-2023 school year.

The administration recommends of the proposed modifications to the elementary school Planner for the 2022-2023 school year.

C. Get Kids Ahead Initiative Grant

All public and independent charter schools have access to increased funding to help build a comprehensive school mental health system through Governor Evers' *Get Kids Ahead Initiative*. The program is designed to address systemic challenges that schools encounter, promoting wellbeing and building a proactive system that serves all students. Wisconsin Rapids Public Schools has received \$74,974.00 in funding.

As the program is designed to address systemic challenges that schools encounter, promoting wellbeing and building a proactive system that serves all students, these funds include many allowable mental health related activities, including the following: training for staff in mental health-related programs and initiatives, Mental Health Evidence-Based Improvement Strategies (EBIS), Mental Health Literacy for students and adults, Stigma Reduction programs, contracting with community mental health providers, consultants, organizations, CESAs, and other experts to provide consultation, training, mentoring, and coaching, parent training and informational events, Student and Family Assistance Programs, School-employed mental health professionals accessible to all students, and Mental Health Navigators.

The administration recommends approval of the Get Kids Ahead Initiative Grant in the amount of \$74, 974.00.

D. Peer Review and Mentoring Grant

Each school year the District provides a comprehensive "New Colleague Program" in consortium with surrounding districts. During the 2022-2023 school year, Port Edwards will partner with WRPS in our consortium. The program provides an orientation program, monthly seminars, a mentor, and other support systems to make new colleagues' adjustment to their district a successful one. WRPS received this grant last school year and would like to apply for the Peer Review and Mentor Grant once again in order to defray some of the costs of this successful program. The District is applying for the maximum amount of \$25,000.00.

The administration recommends approval to apply for the Peer Review and Mentoring Grant for the full amount of \$25,000.00 for the 2022-2023 school year.

E. Professional Development Plan (2022-2023)

Attachment E sets out the proposed Professional Development Plan for the 2022-2023 school year. The plan was created with input from the Quality Educator

Committee (QEC), the Council for Instructional Improvement (CII), and the administrative team. The WRPS Strategic Plan goals adopted for 2022-2023 were taken into consideration when developing the plan. Ms. Filtz, will explain the proposed plan.

The administration recommends approval of the 2022-2023 Professional Development Plan as set out in Attachment E.

F. Professional Development Day Schedule

Attachment F sets out the proposed schedule for the Professional Development Days for the 2022-2023 school year. The schedule was developed with input from the QEC, curriculum coordinators, the CII and the administrative team.

Professional Development Days are a valuable component in maintaining instructional excellence for our students. The purpose of Professional Days is to achieve the following:

- Meet the district and building professional development goals as set out in the WRPS Professional Development Plan
- Provide collaboration time for teachers
- Provide professional development for teachers at the building and district levels
- Provide a cost-effective means of offering professional development
- Provide professional development time without taking teachers out of the Classroom

The administration recommends approval of the proposed Professional Development Day Schedule as shown as Attachment F for the 2022-2023 school year.

G. Lu Projector Systems for K-5 Physical Education

Our physical education teachers work to incorporate classroom topics and skills into their daily activities whenever they can. The Lu Projector System is a system that is installed in the school gym and enables students to work interactively with topics and questions. Lu Interactive helps educators foster smart and curious children by engaging their intelligence and learning styles using compelling activities, tools, and immersive experiences. Lu supports academics, health, sports, fitness, and physical education leading to a quality, active lifestyle. There are math games like "Newton" that give students multiple choice answers to a math problem and students will throw a ball at the correct answer. Teammates can help with encouragement and assist with solving the problems and communicating the correct answer to their teammates.

The elementary physical education department has been using one portable Lu Projector with great success throughout this school year at Washington Elementary and now wishes to purchase a projector for the remaining elementary schools. The projectors that are being considered will be stationary projectors mounted in the gym areas of the various elementary schools.

We are requesting the purchase of five Lu projectors. The cost that is presented in Attachment G includes the entire system as well as the installation of the system. We are not currently requesting a system for THINK Academy because the district is in the process of constructing a new gymnasium at THINK. We will consider the purchase for THINK once we are closer to the conclusion of the gym construction.

The administration recommends approval of the purchase of five Lu Projector Systems for Grant, Grove, Howe, Mead and Woodside elementary schools, to be purchased July 1, 2022 and installed during the summer of 2022. This purchase would be funded through a combination of Technology and Curriculum Referendum funds as well as ESSER III Grant Funds. The total purchase with installation will be \$151,442.20.

H. WSAW "Schools are a Great Place to Work" Campaign

As Wisconsin Rapids Public School District continues to work to fill educational support, custodial and kitchen staff vacancies within the district, we are always looking for new ways to promote the openings that we have to fill. WRPS is seeking approval from the board of education for the following because this is a unique opportunity that we have not previously been involved in.

Broadcast station WSAW is looking to partner with local school districts to promote awareness of employment opportunities outside of teaching vacancies within our district. The "Schools are a Great Place to Work" campaign will include a landing page on WSAW.com that will feature all participating schools with a link to their web site job postings. A tile ad will be featured on WSAW.com where viewers will click to find out more about the jobs WRPS has available. Multiple 30 second commercials will be produced and WRPS can include these commercials on our webpage and Social Media Pages. A detailed description of the "Central WI Schools Recruitment Promotion 2022" is included as Attachment H.

The total cost of this advertising campaign is \$12,000 for a 6 month commitment.

The administration recommends approval of joining with WSAW for the "Schools are a Great Place to Work" campaign with a 6 month commitment.

V. Updates

A. WRPS German Language Program

At the March Educational Services Committee meeting, Ms. Filtz explained that the future of the German language program at WRPS was in jeopardy due to the inability to secure a teacher for the program. At the time, other alternatives were being pursued. Since the March school board meetings, a German language instructor has been hired and the German language class will continue to be offered at Lincoln High School as it has in the past. In addition, those students who first indicated that they would like to pursue German and enrolled in the German I class but then were asked to choose a different elective when the future of German I was in jeopardy, have since been able to once again enroll in German I for the 2022-2023 school year if they wish.

VI. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- K - 5 Health Curriculum Maps
- K - 5 Physical Education Acquisition Purchases
- Social Emotional Learning Framework Resources Purchase
- Special Education Reading Resource: Reading Mastery Signature Series Purchase
- English Language Learners Resource Purchase

Kindergarten Physical Education

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip (PE.S1.E1)	All units can incorporate these locomotor skills. i.e. - warm up activities and tag games	Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance	Introductory	Which way are you facing? Which foot do you start with? Do you switch legs when you gallop? How can you make your movements quiet?	Performs skills with proper form for a distance. Understands the difference between movements.	Student can perform _____ Locomotor skill while maintaining balance over a distance of 15 feet or greater.	Jogging / Running Assessment K - 1 Galloping Assessment K - 1 Hopping Assessment K - 1 Skipping Assessment K - 1 Sliding Assessment K - 1 Vertical Jumping Assessment K - 1 Horizontal Jumping Assessment K - 1 Leaping Assessment K - 1	Locomotor Relays Warm ups Incorporation in to tag games	Slow down, go step by step, balance options (use of arms), physical assistance	Steve and Greg music, any music	hopping, galloping, skipping, running, walking, sliding, jumping, step-hop, eyes forward
Locomotor: Jumping and Landing (horizontal and vertical planes) (PE.S1.E2)	Jump Rope, Gymnastics (Tumbling and Balance), Stations, Dance	Perform jumping and landing actions with balance. (PE.S1.E2.K)	Introductory	How do your arms help you with jumping? When you land, can you land quietly? What is the difference between a jump and a leap?	Jump with two feet and land with two feet. Arms help in this skill by swinging back behind the body to help us maintain our balance on the landing. Leaping means jumping from a jogging or running start and leaping off one foot landing on the opposite foot. Arms help by reaching in opposition and help with maintaining balance on the landing.	Student can perform a jump and successfully maintains his / her balance. Student can perform a leap and successfully maintain balance.	Vertical Jumping Assessment K - 1 Horizontal Jumping Assessment K - 1 Leaping Assessment K - 1	Jump sticks, Jump ropes, hurdles, line jumps, gymnastics stations, dance.	lower hurdles or jumping over lines on the floor, decrease the distance of the leaps, physical assistance (holding hands with an adult)	hurdles, tape lines on the floor, jump ropes, cones	Leap, Jump for height (vertical Jumping), Jumping for distance (horizontal jumping)
Locomotor: Dance/ Rhythmic Activities (PE.S1.E3)	Dance & Rhythm (Aerobic) Drumming	Perform locomotor skills in response to teacher-led creative dance. (PE.S1.E3.K)	Introductory	Can you clap to the rhythm of a song? Can you follow the teacher's cues to a song like the chicken dance? Can you transition from one repetitive dance move to another in a sequence?	Practice dance moves one at a time Practice the moves in a sequence without music Practice the dance moves to music. Use striking manipulatives (aerobic drumming sticks or noodles) to copy patterns	Student can copy basic dance movements and generally can transition from one move to another in a teacher lead dance sequence. Students can copy patterns while using aerobic drumming sticks.		Teacher lead dances of Chicken dance, hokey pokey, etc. Follow along to dance moves on go noodle videos Replicate patterns of movements in Just Dance activities	Teacher introducing moves prior to adding music. Sitting versus standing. Slowing the music down. Reteaching skills that students struggle with.	Just Dance videos on YouTube or Wii game console Nick Spencer on YouTube	Beat, clap, tap, hit, stomp, turn, jump, skip
Nonlocomotor (stability): Weight Transfer and Rolling Actions (PE.S1.E5)	Gymnastics	Roll sideways in a narrow body shape. (PE.S1.E5.K)	Introductory	Can you perform a series of pencil rolls (arms up)? Can you perform a series of log rolls (arms on your side)?	Students will perform basic rolls as part of a gymnastics and balance stations	Student can perform a series of 3 log rolls independently on flat ground or with use of a wedge mat. Student can perform a series of 3 pencil rolls independently on flat ground or with use of a wedge mat.		Students will perform basic rolling skills as part of introductions to gymnastics and balance stations.	Use of a wedge mat helps students with the performance of these gymnastics skills	Log Roll and Pencil Roll Task Cards	arm position, leg position, roll, sideways, head position, squeeze.

Manipulative: Catching (PE.S1.E13)	clean out your back yard, partner throwing and catching skills, balloons, beanbags, station work.	A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower. (PE.S1.E13.K)	Introductory	Can you drop a tennis ball and catch it before it bounces twice? Can you toss a balloon in the air and catch it? Can you catch a dodgeball that is tossed to you from an adult? Can you toss a ball in the air and catch it again?	Students will work on a ready position with their hands open and ready to catch an object and look at the person throwing it. Students will begin to develop hand eye coordination by catching a ball by trapping it to their body and then working on catching it with their hands first and pulling the catch into their body.	Students can drop a tennis ball and catch it on one bounce. From a distance of 5 feet or more, students can catch a dodgeball or playground ball tossed gently to them from an adult or peer.	Catching assessment K - 1	catching stations, independent play with playground ball / tennis ball / bean bags / balloons.	Using various sized items will help students at varying ability levels. Start with larger items and move to smaller items. Closer distances from partners or thrower will help students to experience consistent success.	balloons, tennis balls, dodgeballs, playground balls, wiffel ball, yarn ball, bean bag.	Eyes on ball, hands out, ready, catch with hands.
Manipulative: Dribbling (with hands) (PE.S1.E14)	basketball, station work	Dribble a ball with one hand, attempting the second contact. (PE.S1.E14.K)	Introductory	Can you bounce a playground ball and hit it with your hand a second time?	Students will bounce the ball in front of them minding the placement of their feet (outside the bouncing ball).	Student can bounce a playground ball or basketball and attempt to contact the ball a second time.	Dribbling assessment K - 1	Dribbling stations, basketball skills	Students can use a variety of equipment when performing this skill including a basketball, mini basketball, playground ball, or bouncy dodgeball. Students may need to use two hands to push the ball down and catch the ball to build confidence before doing so one handed.	Playground balls, basketballs (regular and mini), bouncy dodgeballs.	Hands on top of the ball, push the ball vs. slap, feet out of the way, watch the ball.
Manipulative: Kicking (PE.S1.E15)	soccer, clean out your back yard, tag games, kickball activities and station work	Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern. (PE.S1.E15.K)	Introductory	Can you kick a stationary ball and have it go toward an intended target? What part of the foot do we use to kick a ball (toe, instep?)	Students will kick a stationary ball toward an intended target (goal, bowling pin, partner) and have it arrive toward their intended target	Student can stand on one leg maintaining their balance while kicking a ball with their dominant foot.	kicking assessment K - 1	Kickball and soccer activities, doughnut attackers, clean out your backyard, and station work	For students that struggle with balance, you can have them hold a hand of an adult while performing this skill. Use a larger size object like an omnikin six ball or hula hoop lying on the ground.	soccer ball, playground ball, dodgeball, hula hoop, omnikin six ball	kick, planting foot (non-kicking foot), strike, follow through, passing, accuracy (aim).
Manipulative: Dribbling (with feet) (PE.S1.E16)	soccer, clean out your back yard, tag games, kickball activities and station work	Tap an object using the inside of the foot, sending it forward. (PE.S1.E16.K)	introductory	Can you dribble a ball using the instep of your foot? Is it easier to control the ball with little kicks or big kicks? Going fast or slow?	Students will work on identifying their instep of their foot and then practice dribbling a ball around a specified area while trying to maintain control. We will also discuss trapping a ball to stop it and regain control.	Student can dribble a ball for 10 feet or more using little kicks and the instep of their foot to move the ball forward. Student can trap the ball to regain control with their foot instead of using their hands to stop the ball.	dribbling assessment (with feet) K - 1	Kickball and soccer activities, doughnut attackers, clean out your backyard, dribbling relays and station work.	we have many different types of balls that we use for dribbling skills including rag balls, foam dodgeballs / soccerballs, and intermediate sized soccer balls or playground balls that can be used. Slowing the speed of the movement allows students for focus on performing the skill more accurately.	soccer balls, cones, dodgeballs, rag balls.	instep, foot, dribble, tap-tap, trap, little kicks, around, between, along side, through.

Jumping Rope (PE.S1.E22)	jump rope and station activities	A. Execute a single jump with a selfturned rope. B. Jump a long rope with teacher assisted turning. (PE.S1.E22.K)	introductory	Can you turn an individual jump rope over your head? Do you need to jump high to jump over the rope? Can you jump over a long jump rope with an adult turning the rope?	Place rope on the ground and have students practice jumping forward and backward over the rope. How to size a jump rope (handles to your armpits or shoulders) practice how to turn the rope forward, then backward over your head. Practice leaping over a long jump rope that is stationary on the ground, then wiggling like jumping over a snake. Stand facing the turner and practice jumping over a low swinging rope Practice jumping over a rope that is turned over the student's head. jumping follows a rhythmic pattern, mimics dance moves, cooperation	Student can turn an individual jump rope over their head and step or jump over the rope 1 or more times. Student can jump over a long jump rope with a teacher turning the rope for 1 or more times.	jump rope skill assessment K-1	jump rope stations, jump rope rhymes, individual or long jump ropes, jump sticks and hula hoop jump roping.	practice swinging the rope with big arms to exaggerate the movement and give more time to jump. Lay the rope on the ground to practice jumping over something that is not moving. hold both handles in one hand to hear the sound when the rope turns and practice jumping at that time. Start with wiggling the long rope like a snake and then move to low swings with a large arm motion having students face toward the turner.	jump ropes (long and individual), jump sticks, hula hoops or hoop jumpers, volleyball standard can be used to tie off the other end of the long rope so you only need one turner.	Ready position, over the head/swing, wait, slide rope on floor/listen then jump, turn, leap.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary

Physical Activity Knowledge (PE.S3.E1)	Every Unit	Identify active play opportunities in and out of school (PE.S3.E1.K)	Introductory	Where are places you can go play when you are at school? In the community?	Making students aware of play opportunities in school and our community; (Recess, Physical Education class, Community opportunities like gymnastics, swim, flag football and basketball at the YMCA, Summer school offerings for game play.)	Student can provide at least one example of play opportunities at school and places to go in the community to play.		Exploration of playground and possible games that can be played on those pieces of equipment and basic rules for participating. This can include black top games like hopscotch, four square, basketball. Pointing out of things in our community as they come up in our units we teach like basketball opportunities (Raider rookies or the YMCA).	Bringing the information to parents through multiple sources (district communication, see saw, fliers, etc.) helps to provide students the opportunity to talk about the options we have in our community to stay active and pursue activities that interest the student.	fliers, emails, etc.	recess, physical education class, gym, playground, aquatic center, YMCA, park, school, (locations in our community)
Fitness Knowledge: Cardio-respiratory Endurance (PE.S3.E2)	Tag games, relays, every unit	A. Recognize and model the visible and physical signs that are related to vigorous movement (e.g. sweating, heavy breathing, heart beating faster). B. Recognize exercising the heart helps keep the body healthy. (PE.S3.E2.K)	Introductory	How does your body tell you it is working hard? Why do we do exercises and play games?	Discussions should include: What are the signs of my body working hard? (Heavy breathing, Sweating, heart beating) Explain the benefits of exercise and how it strengthens our cardio-respiratory endurance. (ability to run faster and for a longer time). These are teachable moments within many of our units that we teach.	Student can identify at least one way their body tells them that they are working hard. Student can express a reason for exercising related to heart health.		Tag games, relays, running laps, invasion style games like treasure chest.	Helping students to understand that what is hard work for them may not be as difficult for others to perform in a similar fashion or for the same duration. The goal is to meet children at the level they are at and then push them toward individual growth in their endurance for activity.	teacher instruction, heart rate monitor if available.	open space (gym, playground, field), activity specific equipment like foam noodles, yarn balls, dodgeballs.
Fitness Knowledge: Muscular Strength and Endurance (PE.S3.E3)	gymnastics and tumbling unit, Halloween skeleton activities and other teachable moments within activities.	Recognize the body has bones and muscles. (PE.S3.E3.K)	Introductory	Identify areas of your body like a wrist, ankle, knees, elbows. These joints are made where bones meet. Muscles help our body to perform tasks like lifting objects, throwing, and other movements.	Discussions typically occur through out various units and during warm up activities. Students can be asked to touch various parts on their own body and then the teacher can describe how our bones and muscles help to coordinate that type of movement.	Student can communicate and identify joints in their body and how that joint is a meeting place for 2 or more bones. (example, knees, elbows, wrist, ankle) Student can verbalize what muscles do for our body. (help move our bones to perform a desired task)		Discussions usually happen while performing stretches or practicing skills and we want our body to do a specific thing like bend, twist, flex or point.	Visuals like posters and images like x-rays can help to add another dynamic to this discussion.	posters of skeletal or muscular system, x-rays if available.	bones, joints, muscles

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Safety (PE.S4.E1)	All units	Identify how to safely participate with peers and safely use equipment while following teacher directives.	introductory/developing	<p>How do you safely use a piece of equipment in class?</p> <p>Can you move safely through our playing area and at a speed that keeps everyone safe?</p>	<p>With any game and activity, we focus on keeping things safe. This includes moving slowly, having a small group demonstrate the correct way to play, and then slowly increasing speed as confidence develops through game play.</p> <p>Make sure boundaries are clearly defined and demonstrate ways to stay safe.</p>	<p>Student uses equipment appropriately and safely around classmates.</p> <p>Student safely moves about the teaching environment and follows the safety rules specific to that activity.</p>		<p>This is in the instructional and skill development of each unit that is taught. Safety rules are important and are reinforced through out class activities both individually and as a large group when needed to maintain safe participation of all.</p> <p>Stopping activities when unsafe behavior occurs and readdressing the importance of safety and how it adds to the overall enjoyment of all in the class activity.</p>	<p>OPEN Lessons with rules clearly stated so they are conveyed to the students. e.g. Roll Go</p>	<p>rules, safe, movement, eyes forward, look out for one another, boundary.</p>	
Social Awareness: Procedures and Protocols (PE.S4.E2)	All units	Recognize the established protocol for the learning environment (PE.S4.E2.K) (WSEL21)	introductory/developing	<p>Why is a particular rule in place?</p> <p>What happens in this game if I am tagged?</p>	<p>Ensure that students know what it means to be a good listener. Eyes looking at the teacher, and body's quiet facing toward the teacher.</p> <p>Encourage demonstration of game play to ensure understanding and ask questions to check for comprehension.</p> <p>When rule infractions occur, address individually with students or with the class to reinforce desired behaviors (following the rule).</p>	<p>Student listens carefully to instructions that are given and follows the rules as they are described.</p> <p>Student can correct errors in following of instructions quickly and with minimal verbal reminders.</p>		<p>In every unit we go over rules to the use equipment and play games properly. This instruction needs to be done in a way that is engaging and promotes understanding through demonstration and short concise explanations. Checking for understanding is also important prior to beginning the activity.</p> <p>When rules are broken, explain desired outcome again to the group or individual, or brain storm as a group solutions to the problem that are being observed.</p>	<p>Teacher and student generated responses to rules infractions.</p>	<p>Rules, procedures, listening, eye contact, infraction (broken rules)</p>	
Social Awareness (PE.S4.E3)	All units	Recognize everyone has similarities and differences with teacher guidance. (PE.S4.E3.K) (WSLEC 14)	introductory	<p>What activities are your favorite to play?</p> <p>Are there activities that others enjoy that are not your favorite?</p>	<p>We teach a multitude of games and activities so students will find activities that interest them. Within activities we help them to recognize roles like a tagger vs. those being chased and how the rules impact those roles.</p>	<p>Student can identify activities that interest him and others that he enjoys playing it with.</p> <p>Student can identify activities that others like and it is not their personal favorite.</p>		<p>Tag games and low organized games.</p> <p>Seek student input on ways to make a game more enjoyable. Is there a rule that can be added or removed that may make the activity more enjoyable for all?</p> <p>Games can often be modified to fit class specific issues that arise and students can often help to correct these errors and brain storm possible solutions to them.</p>	<p>Teacher and student input, activity specific equipment like dodgeballs, noodles, beanbags, yarnballs, hula hoops and cones.</p>	<p>favorite, different, same (similar), interest. personal choice.</p>	

Relationship Skills: Conflict Resolution (PE.S4.E6)	All units	Identify and communicate needs in conflict situations with teacher guidance. (PE.S4.E6.K) (WSEL C 19)	introductory	How can I solve a problem with a peer? Who can help me to solve a conflict?	<p>Establishing the importance of following the rules to activities is necessary in all units and activities that we do. Following the rules adds to the "How can I solve a problem with a peer?"</p> <p>Who can help me to solve a conflict?" enjoyment of the activity for all who partake. If rules are not being followed, we can address it individually, or address it as a group if the infraction is happening by multiple people. We stop the activity and check for understanding of the rule infraction that is taking place, then restart the activity.</p> <p>Practicing how to take a break is an important part of beginning of year routines so student know that taking a break is not a punishment, but rather a place where they can go to collect themselves, take a deep breath, demonstrating active listening and readiness to return to the activity. Teacher conference to discuss behavior is also a need at times depending on the situation.</p> <p>Getting students to recognize an error, own the action, and then find a solution to move forward to correct this behavior is the goal.</p> <p>Apologizing to others to repair peer relationships is also very important at this age.</p>	<p>Student is able to resolve peer conflict quickly and return to group activity.</p> <p>Student is able to recognize errors or mistakes made and work independently or with teacher assistance to repair friendships and relationships with peers.</p>		<p>We discuss the possibility of errors during instructions and work with the whole group to recognize those issues and come up with reasonable solutions. e.g. In a tag game, we have a "tagger's choice rule" that says that if a tagger says that they tagged you, then you are tagged. We don't argue with the taggers, but this also requires the tagger to be honest. We stress the importance of honesty in game play and how it makes everyone have fun in the games. There are many examples of these types of situations, and as classes have errors, we adjust and use those as teachable moments for other classes to prevent similar errors in future classes.</p>	<p>Again as stated above, relationships are things that we work on but we need information from classroom teachers and counselors to help us to have all the information needed to build those relationships with our students.</p> <p>Strategies for correcting behaviors and addressing conflict resolution are unique to each specific activity and students that are involved.</p> <p>Training in Non-Violent Crisis intervention is also a good tool for staff.</p>	<p>Conflict resolution circles or peace bridges (Responsive Classroom)</p>	<p>conflict, disagreement, resolution, agreement, compromise, work together, express your feeling, Acknowledge, Apologize</p>
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Self-Awareness and Self Management: Challenge and Growth Mindset (PE.S5.E2)	All units	Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities. (PE.S5.E2.K)	introductory	How do I improve at a task that I find challenging?	By providing many different ways for students to participate in using a specific skill, students will find many different opportunities to work on that skill and build confidence in skill development and game play situations. e.g. slide a bean bag while stepping with opposition. Practice the skill individually in my own space, then take that skill into activities like bean bag toe tag sliding a bean bag in a tag game scenario, and sliding a bean back to knock down bowling pins at stations, under hand tossing a bean bag into a corn hole target or hula hoop continuing to reinforce stepping with opposition in all activities.	Student can apply skill work like sliding a bean bag individually to game play situations like bean bag toe tag continuing to find opportunities to further develop and practice their skills. Student is receptive to feedback and makes corrections to the form of the skill that is being performed in both individual skill situations and game play scenarios.		Providing opportunities for students to first work on a skill individually, then build to low organized games while continuing to develop those skills are abundant in our units that we teach.	Game play scenarios allow you time to conference and provide one on one feedback to students as needed and help them with their growth mindset and celebrate successes when they occur.	equipment will vary depending on the skill / unit that you are teaching.	Practice, skills, growth mindset, encouragement, repetition, challenge
Self-Expression, Social Interactions, and Enjoyment (PE.S5.E3)	All units	Identify physical activities that are enjoyable with or without others. (PE.S5.E3.K)	introductory	What types of activities do I enjoy participating in?	By providing many different activities through out the school year, students build confidence in skills and participate in activities that they enjoy individually and in small groups.	Student displays enjoyment through active involvement in individual and group activities.		Through conversations with students you learn what their favorite stations are for the days activities and requests to play a game multiple times shows that students are enjoying the activities put forth. Keeping them fresh and engaging is key to enjoyment.	Some students may not enjoy an activity the first time they attempt it. By building confidence and allowing students time to practice skills, revisiting activities may provide students an opportunity to recognize their own growth in skills and find new enjoyment in that particular activity.	sharing ideas and getting fresh ideas from peers and social media (twitter, facebook, OPEN) helps to keep kids engaged with fresh activities.	enjoyment, favorite, fun

1st Grade Physical Education

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip (PE.S1.E1)	All units can incorporate these locomotor skills.	Hop, gallop, jog, and slide using a mature pattern. (PE.S1.E1.1)	Introductory	Which foot do you start with? Do you switch legs when you gallop? How can you make your movements quiet?	Performs skills with proper form for a distance. Understands the difference between movements.	Student can perform _____ locomotor skill while maintaining balance over a distance of 25 feet or greater.	Jogging / Running Assessment K - 1 Galloping Assessment K - 1 Hopping Assessment K - 1 Skipping Assessment K - 1 Sliding Assessment K - 1	Locomotor Relays Warm ups Incorporation in tag games	Slow down, go step by step, balance options (use of arms), physical assistance	any music, cone, lines on floor	Hopping, galloping, skipping, running, walking, sliding, jumping, step-hop, eyes forward
Locomotor: Jumping and Landing (horizontal and vertical planes) (PE.S1.E2)	Jump Rope, Gymnastics (Tumbling and Balance), Stations, Dance	Demonstrate two of the five critical elements in both jumping for distance and for height using two foot takeoffs and landings. (PE.S1.E2.1)	Introductory	How do your arms help you with jumping? When you land, can you land quietly? What is the difference between a jump and a leap?	Jump with two feet and land with two feet. Arms help in this skill by swinging back behind the body to help us maintain our balance on the landing. Leaping means jumping from a jogging or running start and leaping off one foot landing on the opposite foot. Arms help by reaching in opposition and help with maintaining balance on the landing.	Student can perform a jump and successfully maintains his / her balance. Student can perform a leap and successfully maintain balance.	Vertical Jumping Assessment K - 1 Horizontal Jumping Assessment K - 1 Leaping Assessment K - 1	Jump sticks, Jump ropes, hurdles, line jumps, gymnastics stations, dance.	Lower hurdles or jumping over lines on the floor, decrease the distance of the leaps, physical assistance (holding hands with an adult)	Hurdles, tape lines on the floor, jump ropes, cones, folded mats	Leap, Jump for height (vertical Jumping), Jumping for distance (horizontal jumping)
Locomotor: Dance/ Rhythmic Activities (PE.S1.E3)	Dance	Combine locomotor and non-locomotor skills in a teacher-designed dance. (PE.S1.E3.1)	Introductory	Can you clap to the rhythm of a song? Can you follow the teacher's cues to a song like the chicken dance? Can you transition from one repetitive dance move to another in a sequence?	Practice dance moves one at a time Practice the moves in a sequence without music Practice the dance moves to music. Use striking manipulatives (aerobic drumming sticks or noodles) to copy patterns	Student can copy basic dance movements and generally can transition from one move to another in a teacher lead dance sequence. Students can copy patterns while using aerobic drumming sticks.		Teacher lead dances of Chicken dance, hokey pokey, etc. Follow along to dance moves on go noodle videos Replicate patterns of movements in Just Dance activities	Teacher introducing moves prior to adding music. Sitting versus standing. Slowing the music down. Reteaching skills that students struggle with.	Music player, You Tube video to copy, Wii console for Just Dance	Beat, clap, tap, hit, stomp, turn, jump, skip, quarter turn
Nonlocomotor (stability): Weight Transfer and Rolling Actions (PE.S1.E5)	Gymnastics	Roll with either a narrow or curled body shape (PE.S1.E5.1)	Introductory	Can you do a series of log or pencil rolls (narrow body shape)? Can you do an egg roll or a forward summersault (curled body shape)?	Students will perform basic rolls as part of a gymnastics and balance stations	Student can perform a series of 3 log rolls and/or pencil rolls independently on flat ground or with use of a wedge mat. Student can perform an egg roll independently on the flat ground or with the use of a wedge mat. Student can perform a forward roll on a wedge mat.	Self-check list of the skills: I can do it, I'm working on it, or not yet	Students will perform basic rolling skills as part of introductions to gymnastics and balance stations.	Use of a wedge mat helps students with the performance of these gymnastics skills	Mats, wedge mats, folded mats	Arm position, leg position, roll, sideways, head position, squeeze.

Manipulative: Catching (PE.S1.E13)	Clean out your back yard, partner throwing and catching skills, balloons, beanbags, station work.	A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements. B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements. (PE.S1.E13.1)	Introductory	Can you drop a tennis ball and catch it before it bounces twice? Can you toss a balloon in the air and catch it? Can you catch a dodgeball that is tossed to you from an adult? Can you toss a ball in the air and catch it again?	Students will work on a ready position with their hands open and ready to catch an object and look at the person throwing it. Students will begin to develop hand eye coordination by catching a ball by trapping it to their body and then working on catching it with their hands first and pulling the catch into their body.	Students can drop a tennis ball and catch it on one bounce. From a distance of 5 feet or more, students can catch a dodgeball or playground ball tossed gently to them from an adult or peer.	Catching assessment K - 1	Catching stations, independent play with playground ball / tennis ball / bean bags / balloons.	Using various sized items will help students at varying ability levels. Start with larger items and move to smaller items. Closer distances from partners or thrower will help students to experience consistent success.	Balloons, tennis balls, dodgeballs, playground balls, wiffle ball, yarn ball, bean bag.	Eyes on ball, hands out, ready, catch with hands.
Manipulative: Dribbling (with hands) (PE.S1.E14)	Basketball, station work	Dribble in self-space using the preferred hand, demonstrating two of the five critical elements of a mature pattern. (PE.S1.E14.1)	Introductory	Can you dribble a playground ball and contact it with your hand a second/third time?	Students will bounce the ball in front of them minding the placement of their feet (outside the bouncing ball).	Student can bounce a playground ball or basketball and attempt to contact the ball a second time.	Dribbling assessment K - 1	Dribbling stations, basketball skills	Students can use a variety of equipment when performing this skill including a basketball, mini basketball, playground ball, or bouncy dodgeball. Students may need to use two hands to push the ball down and catch the ball to build confidence before doing so one handed.	Playground balls, basketballs (regular and mini), bouncy dodgeballs.	Fingerpads on top of the ball, push the ball vs. slap, feet out of the way, watch the ball/look forward
Manipulative: Kicking (PE.S1.E15)	Soccer, clean out your back yard, tag games, kickball activities and station work	Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern. (PE.S1.E15.1)	Introductory	Can you kick a stationary ball and have it go toward an intended target? What part of the foot do we use to kick a ball (toe, instep?)	Students will kick a stationary ball toward an intended target (goal, bowling pin, partner) and have it arrive toward their intended target	Student can stand on one leg maintaining their balance while kicking a ball with their dominant foot.	Kicking assessment K - 1	Kickball and soccer activities, doughnut attackers, clean out your backyard, and station work	For students that struggle with balance, you can have them hold a hand of an adult while performing this skill. Use a larger size object like an omnikin six ball or hula hoop lying on the ground.	Soccer ball, playground ball, dodgeball, hula hoop, omnikin six ball	Kick, planting foot (non-kicking foot), strike, follow through, passing, accuracy (aim).

Jumping Rope (PE.S1.E22)	Jump rope and station activities	A. Jump forward or backward consecutively using a self turned rope. B. Jump a long rope up to 5 times consecutively with teacher-assisted turning. (PE.S1.E22.1)	Introductory	Can you turn an individual jump rope over your head? Do you need to jump high to jump over the rope? Can you jump over a long jump rope with an adult turning the rope?	Place rope on the ground and have students practice jumping forward and backward over the rope. How to size a jump rope (handles to your armpits or shoulders) Practice how to turn the rope forward, then backward over your head. Practice leaping over a long jump rope that is stationary on the ground, then wiggling like jumping over a snake. Stand facing the turner and practice jumping over a low swinging rope Practice jumping over a rope that is turned over the student's head. jumping follows a rhythmic pattern, mimics dance moves, cooperation	Student can turn an individual jump rope over their head and step or jump over the rope 1 or more times. Student can jump over a long jump rope with a teacher turning the rope for 1 or more times.	Jump rope skill assessment K-1	Jump rope stations, jump rope rhymes, individual or long jump ropes, jump sticks and hula hoop jump roping.	Practice swinging the rope with big arms to exaggerate the movement and give more time to jump. Lay the rope on the ground to practice jumping over something that is not moving. hold both handles in one hand to hear the sound when the rope turns and practice jumping at that time. Start with wiggling the long rope like a snake and then move to low swings with a large arm motion having students face toward the turner.	Jump ropes (long and individual), jump sticks, hula hoops or hoop jumpers, volleyball standard can be used to tie off the other end of the long rope so you only need one turner.	Ready position, over the head/swing, wait, slide rope on floor/listen then jump, turn, leap.
Outdoor Pursuits/Adventure Activities (PE.S1.E23)	Orienteering, simple geocaching	Identify at least two basic skills needed to perform teacher-directed activity. (PE.S1.E23.1)	Introductory	Which way is North? South? East? West?	Counting how many steps to get to a certain location, reading a simple map, and understanding which way to hold the map.	Students can follow a map to get to key spots on the playground/field.		Partner map activity	Adult assistance as needed for direction work.	A simply constructed map of the landmarks.	North, south, east, west, right, left, forward, backward
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary

Movement Concepts: Speed, Direction, and Force (PE.S2.E3)	Every unit and activity	A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force. (PE.S2.E3.1)	Introductory	Can you safely perform a locomotor skill (skip, gallop, walk, jog, run, slide) in general space? Can you move quicker while performing a locomotor skill but still maintaining safety and quality of the skill.	Start games slowly checking for safety and understanding of game rules and boundaries. As students grasp the concept, gradually increase the speed of the movement and build confidence in their skill development.	Student can safely move at a slower pace (walking) and participate in a tag game. Student can safely move at a medium speed (jogging) and participate in a tag game. Student can safely move at a fast pace (run) and participate in a tag game.		Tag games, skill tasks (dribble a soccer ball or bounce a basketball), relays, station work.	Providing a larger space helps to give children space to perform a skill at the speed they are comfortable with. Station work also allows children to increase their speed on their own as they work on various skills. Begin games with slow movements and only increase as the class shows they are capable of performing the desired task safely.	Gym or outdoor space, lines or cones to mark boundaries, activity specific equipment like soccer ball, playground ball, yarn ball, dodgeball.	Walk, jog, run, skip, gallop, slowly, moderate or medium speed, fast, freeze, safety.
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Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Physical Activity Knowledge (PE.S3.E1)	Every unit	Explain the importance of daily physical activity. (PE.S3.E1.1)	Introductory	Why is it important to play and be physically active every day? What body parts does physical activity help the most to keep you healthy?	Discussions should include heart/lung health, strong muscles to help the body easily get around, flexibility to help prevent injuries, and fun with play/physical activity.	Student can provide at least one example of physical activity at school and at home/community.		Exploration of playground and possible games that can be played on those pieces of equipment and basic rules for participating. Pointing out of things in our community as they come up in our units we teach. Coming up with a list as a class of various forms of physical activity	Providing the information to parents through multiple sources (district communication, Seesaw, fliers, etc.) helps to provide students the opportunity to talk about the options we have in our community to stay active and pursue activities that interest the student.	Fliers, emails, etc.	Recess, physical education class, gym, playground, aquatic center, YMCA, park, school. (locations in our community)

Knowledge Application (PE.S3.E7)	All units	Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility, muscular strength and endurance. (PE.E3.E7.1)	Introductory	How does your heart feel when being physically active? How do you know if you are being active enough in a game or activity? What are some stretches you could do prior to an activity and how do you perform them safely?	We are constantly trying to keep students engaged and get them to listen to their body and how it communicates with them. e.g. heavy breathing, chest beating, discomfort when stretching. These cues help students to push themselves every class to get the most benefit out of being active in class.	Student is engaged in all aspects of class activities including warm ups, skill development, and takes an active role in class activities.		This standard applies to every unit and every class activity.	Students are able to participate at levels that are appropriate for them and their ability levels. Goal is to increase activity levels and student confidence in skills.	Equipment needs would be specific to the lesson being taught, and could include a heart rate monitor stand if desired.	Participation, effort, engaged, trying your best, working hard,
Nutrition (PE.S3.E9)	Discussions are usually had around holidays like Halloween, Valentines Day, etc. and revolve around making healthy choices for our body in what foods we choose. Topic is also incorporated into low organized games like tag games in which students will name fruit and vegetable choices.	Differentiate between healthy and unhealthy food.	Introductory	How do we give our body the energy to do daily tasks? What are good choices of foods to re-energize our body?	We would love for students to associate healthy food options when they think about ways to recharge their body. Hopefully these discussions lead to them asking for these healthier choices at home with their families.	Student can provide examples of fruits, vegetables and other healthy snacks (nuts and granola) that are good ways to recharge their body for activity.		Fruit and Vegetable Tag, (Healthy snack tag), Discussions around holidays about making some healthy choices when eating and eatings sweets in moderation.	Food choices may be limited depending on the season and availability for students outside of the school. Encourage parents and students to snack healthier and this is encouraged from the classroom teachers as well.	Healthy recipes or smoothie recipes can be readily found through groups like Fuel Up to Play 60 and is an easy resource for parents and students.	Healthy eating, nutrition, moderation, vegetables, fruits, nuts and oats / grains, sweets and sugars.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Safety (PE.S4.E1)	All units	Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders. (PE.S4.E1.1)	Introductory/Developing	How do you safely use a piece of equipment in class? Can you move safely through our playing area and at a speed that keeps everyone safe?	With any game and activity, we focus on keeping things safe. This includes moving slowly, having a small group demonstrate the correct way to play, and then slowly increasing speed as confidence develops through game play. Make sure boundaries are clearly defined and demonstrate ways to stay safe.	Student uses equipment appropriately and safely around classmates. Student safely moves about the teaching environment and follows the safety rules specific to that activity.		This is in the instructional and skill development of each unit that is taught. Safety rules are important and are reinforced through out class activities both individually and as a large group when needed to maintain safe participation of all.	Stopping activities when unsafe behavior occurs and readdressing the importance of safety and how it adds to the overall enjoyment of all in the class activity.	OPEN Lessons with rules clearly stated so they are conveyed to the students. e.g. Roll Go	Rules, safe, movement, eyes forward, look out for one another, boundary.

<p>Relationship Skills: Feedback (PE.S4.E5)</p>	<p>All units</p>	<p>Understand how feedback can improve performance. (PE.S4.E5.1)</p>	<p>Introductory</p>	<p>Can I adjust my behavior when corrective feedback is given?</p> <p>Will I accept feedback on my skill and work to improve my performance of that skill?</p>	<p>Establish a trusting relationship with a child in which they understand that your role is to help support them when things are challenging and give positive feedback when they are doing things correctly.</p>	<p>When feedback is given, the student corrects the action quickly and is able to then apply it through demonstrating continued practice.</p> <p>When a negative behavior is addressed, the student is respectful and owns up to their actions.</p>		<p>Providing practice opportunities with skill where the teacher can observe and offer constructive feedback or hand over hand guidance as necessary for students to experience success in performing a desired skill correctly. e.g. offer feedback on riding a scooter safely with hands on the inside pockets of the handle hole, or using a paddle to hit a balloon toward a desired target and student properly making adjustments.</p>	<p>Communication with classroom teachers and other specialists help us to understand when students come to us with outside circumstances that may require us to take different approaches when offering feedback and corrective statements. The relationships that are built and established help to strengthen those interactions on a student by student basis.</p>	<p>Communication with classroom teachers and counselors for background information on our students. Non-violent crisis intervention training can also be beneficial to staff.</p>	<p>Feedback, behavior, take a break, how can I help, accepting help.</p>
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Decision Making (PE.S4.E7)	All units	Recognize that they have choices in how to respond to situations with minimal teacher guidance. (PE.S4.E7.1)	Introductory	When faced with a difficult situation, what options do I have? What is an appropriate response to a situation that is upsetting or challenging me?	There are always many choices for how to respond to situations, we work with students to encourage positive responses in these situations. We encourage that asking for help when we don't know what to do is always an option as well. We help to mediate situations for students when they have peer conflicts, but also interpersonal conflicts as well.	When a student experiences a challenging situation, they make a positive choice in how to express themselves and move forward. When necessary, a student will ask for help when they are getting frustrated with themselves, or others in class.		Providing opportunities for students to work through conflict together and realize that there are choices to resolve the conflict. We offer assistance to guide them toward the correct or desired behavioral outcome. We also discuss the issue with those involved so if these situations arise again they know better ways to resolve those issues and rejoin the class activity when they are ready.	Some students will need more guidance and assistance with this and may even need to take a break away from the classroom. If a student comes with an aide to class, develop a plan for that student to resolve issues with the goal of getting them back and engaged again in the activities.	Conflict resolution circles or peace bridges (Responsive Classroom)	Conflict, choices, positive choices and negative choices, relationships, honesty, safe place (cool down zone).
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Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Health and Well-Being (PE.S5.E1)	All units	Identify physical activity as a component of overall health and well-being (PE.S5.E1.1)	Introductory	How do I feel after playing games with my friends? What kinds of activities can I do to keep my body healthy? What activities do I enjoy the most? Least?	Discussions of this topic often take place during instructional times and at closures of activities. Students can reflect upon their activity levels and decide what level of participation they had.	Student can identify an activity in class that they enjoy playing. Student understands that being active in class helps keep their body healthy.	Borg Scale of Perceived Exersion - ask students to identify their level of participation in the day's activities.	Discussions of how to use the Borg Scale can help students to understand the level of exersion they are putting forth in an activity. Helping them to understand where they are on this scale helps them to better understand the health benefits that accompany activity in various levels. (sweating, heart pounding, heavy breathing, etc.). Keeping activities exciting and engaging, students are more likely to remain active at high levels.	Some students may need some encouragement from you as well as from their peers to increase their levels of engagement and exersion.	Borg Scale of Perceived Exersion	Exersion, Light activity, Moderate activity, Vigorous activity, healthy body, exercise, enjoyment (favorite activities)

2nd Grade Physical Education

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip (PE.S1.E1)	All units can incorporate these locomotor skills.	A. Skip using a mature pattern B. Run with a mature pattern (PE.S.1.E1.2)	Mastery	Which way are you facing? Which foot do you start with? Do you switch legs when you gallop? How can you make your movements quiet?	Performs skills with proper form for a distance. Understands the difference between movements.	Student can perform _____ Locomotor skill while maintaining balance over a distance of 15 feet or greater.	Jogging Self Assessment - Grade 2 - 3 Skip Self Assessment - Grades 2 - 3 Slide Self Assessment - Grades 2 - 3 Hop Self Assessment - Grades 2 - 3 Gallop Self Assessment - Grades 2 - 3	Locomotor Relays Warm ups Incorporation in to tag games	Slow down, go step by step, balance options (use of arms), physical assistance	any music, cones or lines on the floor.	hopping, galloping, skipping, running, walking, sliding, jumping, step-hop, eyes forward
Locomotor: Jumping and Landing (horizontal and vertical planes) (PE.S1.E2)	Jump Rope, Gymnastics (Tumbling and Balance), Stations, Dance	Demonstrate four of the five critical elements for jumping and landing using a variety of one and two foot take-offs and landings. (PE.S1.E2.2)	developing / mastery	How do your arms help you with jumping? When you land, can you land quietly? What is the difference between a jump and a leap?	Jump with two feet and land with two feet. Arms help in this skill by swinging back behind the body to help us maintain our balance on the landing. Leaping means jumping from a jogging or running start and leaping off one foot landing on the opposite foot. Arms help by reaching in opposition and help with maintaining balance on the landing.	Student can perform a jump and successfully maintains his / her balance. Student can perform a leap and successfully maintain balance.	Vertical Jump Self Assessment - Grades 2 - 3 Horizontal Jump Self Assessment - Grades 2 - 3 Leap Self Assessment - Grades 2 - 3	Jump sticks, Jump ropes, hurdles, line jumps, gymnastics stations, dance.	lower hurdles or jumping over lines on the floor, decrease the distance of the leaps, physical assistance (holding hands with an adult)	hurdles, tape lines on the floor, jump ropes, cones	Leap, Jump for height (vertical Jumping), Jumping for distance (horizontal jumping)
Locomotor: Dance/ Rhythmic Activities (PE.S1.E3)	Dance	Perform a teacher - or - student designed rhythmic activity with the correct response to simple rhythms. (PE.S1.E3.2)	Introductory	Can you clap to the rhythm of a song? Can you follow the teacher's cues to a song like the cha cha slide or cupid shuffle? Can you transition from one repetitive dance move to another in a sequence?	Practice dance moves one at a time Practice the moves in a sequence without music Practice the dance moves to music.	Student can copy basic dance movements and generally can transition from one move to another in a teacher lead dance sequence.		Cha Cha Slide - this dance verbally calls out the dance move that students should be performing. Cupid Shuffle - basic 4 wall dance with moves being to the right 4 steps, left 4 steps, kick 4 times and turn for a 4 count. Just Dance videos and Jump with Jill Beat of the body tutorial and music video are great follow along dances.	practicing the moves prior to performing them with music is helpful to establish the basic moves of a dance. Slowing down and then speeding up the pace of practice and repeating the moves to help with remembering what to do.	2 - 3 Dance unit	8 count, 4 count, kick, turn, clap your hands, bounce, jump, slide, criss cross, reverse, pattern, rhythm, dance sequence.

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Nonlocomotor (stability): Balance (PE.S1.E6)	gymnastics and yoga	<p>A. Balance on different bases of support combining levels and shapes.</p> <p>B. Balance in an inverted position with stillness and supportive base. (PE.S1.E6.2)</p>	Developing	<p>Can you demonstrate three different 2 point balances?</p> <p>Can you demonstrate three different 3 point balances?</p> <p>Can you walk forward, backward, and sideways across a balance beam?</p>	<p>Students practice various balances and yoga positions in order to meet this standard and can be taught in large groups or small group stations as part of the gymnastics unit. Students will practice walking across a balance beam moving forward, backward, and sideways. Balances can also be performed on the ground gymnastics poses like arabesque and liberty (knee up) balances performed individually or supported by holding a hand with a partner.</p> <p>Yoga poses can include bridges, tree pose (foot on the floor or on top of the foot, or on the leg), Mountain pose, Warrior poses, etc. Modifications can be made to make these poses more stable and teaching students to focus on a spot on the wall or floor near by for helping with stability is helpful</p>	<p>Student can replicate yoga balances as demonstrated in a cosmic kids yoga video and attempting most to all of the poses.</p> <p>Student can walk across the balance beam with assistance or with stepping down to regain balance 2 or fewer times crossing the beam.</p> <p>Student can move across the balance beam moving forward, sideways, and backwards</p>		<p>Stations for gymnastics with balance beam or yoga poses</p> <p>Cosmic Kids Yoga Videos</p>	<p>keeping legs slightly closer together can make balances easier to maintain, use of arms to balance while walking across the balance beam, holding a partners hand lightly for support on the beam, or placing it close to a wall for stability. Cosmic Kids Yoga offers many modifications to the poses such as kneeling instead of standing and only holding the poses for a short amount of time before transitioning to another pose.</p>	<p>Cosmic Kids Yoga on YouTube</p> <p>Balance beam, panel mat or gymnastics mat</p>	<p>Arms for balance, Stand tall, bent knees, stability, Reach, focus point, tree pose, bridge pose, child's pose, forward, sideways, backwards, toe to heel walk.</p>

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Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Manipulative: Underhand Throw; Underhand Roll (PE.S1.E10)	Bowling, rolling games, throwing and catching, scoops, beanbags, yarnballs	Roll or throw underhand using all five critical elements of a mature pattern. (PE.S1.E10.2)	Mastery	<p>Can you step with the opposite foot when rolling a yarn ball to a partner or object?</p> <p>Can you release the ball low to the ground so it rolls rather than bounces?</p> <p>Can you underhand toss a ball to a partner or object that is 10 feet or more away?</p>	<p>Students will learn to swing their arm in a straight line releasing at the correct time to perform an underhand toss, or roll an object of varying sizes including yamballs, beanbags, dodgeballs, bowling balls, etc.</p> <p>Stepping with the opposite foot while performing this skill helps with the accuracy of the throw (getting the object to a specific target).</p>	Students should perform this skill at this grade level focusing on stepping with the opposite foot forward.	Underhand Throw / Roll Self Assessment Grades 2 - 3	Bean bag toe tag, bowling, clean out your back yard, scoops, toss and catch individual and with a partner.	Students can stand closer together when playing catch, use of various sized objects can help with gripping the object for rolling and throwing. Having larger targets for students to throw at or toward.	Yarn balls, gator skin balls, scarves, balloons, beanbags, variety of balls.	Step with opposition, accuracy (aim), target, dominant hand, swing, follow through
Manipulative: Overhand Throw; backhand throw (disc) (PE.S1.E11)	Low organized activities, disc golf, lead up games, station work, softball/tee-ball	Throw overhand, demonstrating 3 of the 5 critical elements of a mature pattern. (PE.S1.E11.2)	Introduction	Which foot do you step with for the overhand throw? Which foot do you step with for the disc throw? Do you notice they are different feet?	Students will work on a pattern of pointing to their target with the nondominant hand, forming a T with their arms, bring the ball up to their ear (L), step with their opposite foot, and throw. The cadence is T-L-step-throw. For the backhand throw (disc) the student will face the opposite way and step with their same side foot as the throwing arm.	Students can throw to a target at 5-10 feet away or more which include the wall, a person, or a different target. Students will face sideways to their target with their empty hand pointing to their target. Then they will form the T with their arms starting with feet together. Then they will form the L with their arms and step with their opposite foot towards the target and follow through with their throwing hand continuing to go across their body and down.		Throwing a variety of sized balls, pin up pin down, softball throw, battleship, station work	Have students use different size balls and equipment so they can be successful. Decreasing the distance they have to throw to the target if struggling, increasing the size of the target also.	Bean bags, different size nerf balls/gatorskin balls, softball, yarn balls	step in opposition, T,L, Step, Throw, follow through

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Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Manipulative: Dribbling (with feet) (PE.S1.E16)	soccer, clean out your back yard, tag games, and station work	Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern. (PE.S1.E16.2)	Developing	What part of the foot do we use to dribble a soccer ball? How does my dribble change when I am walking vs. jogging?	Students will practice moving about general space (outdoors, or indoors) while maintaining control of the ball by using small kicks and the instep of their foot. Practicing varying speed, and trapping the ball to regain control without using your hands. Reminders about looking up and ahead of yourself while dribbling the ball and moving to open space while navigating around others.	Student can successfully dribble a ball for 40 feet while jogging and maintain control of the ball. Student can vary their speed and maintain control of their dribble. Student's eyes are looking up and they can successfully navigate their space while mostly keeping control of the ball.	Dribbling (feet) Assessment Grades 2 - 3	Dribble relays and soccer stations, sharks and minnows, pedestal soccer, and small sided soccer activities, clean out your back yard, donut attackers tag game (hula hoops).	Use of various sized balls for the activity can make a difference on the speed of the game (rag ball vs. soccer ball). Dodgeballs for safety, larger spaces vs. smaller spaces and number of participants in a station or activity.	soccer balls, playground balls, cones, dodgeballs, rag balls.	Instep, trap, dribble, tap-tap, looking ahead, varying speed, jogging, walking, control.
Manipulative: Volley Underhand (PE.S1.E18)	net activities - volleyball (balloons) and beachballs	Volley an object forward, demonstrating three of the five critical elements of a mature pattern. (PE.S1.E18.2)	Developing	Are you keeping your eyes on the ball as it comes towards you/leaves you?	Remind students to stay in front of the object and move their body into position, bending knees and keeping arms low, to volley the ball back as the ball is coming to them.	Students will volley with a forearm pass or an overhead pass (set) over the net. They will keep their eyes on the ball, adjust their bodies to stay in front of the ball and use their forearms to bump or pass the ball back over the net. They will also have their knees bent and in an athletic stance and be ready to move as the ball is coming towards them.	Underhand Volley Assessment Grades 2 - 3	Volleyball lead up games, partner bumping or passing back and forth over the net.	Using a beach ball or other over sized ball which is softer and slower moving than a volleyball.	Volleyball trainers, beach balls, Omnikin balls, net	Forearms, bump, pass, stance,

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Movement Concepts: Space (PE.S2.E1)	Every unit and activity	Combine locomotor skills in general space to a rhythm. (PE.S2.E1.2)	Developing	Are you able to keep the beat of the drum while walking, skipping, hopping, running, galloping, sliding and freezing when the rhythm stops?	Many movements go to patterns like skipping (step-hop) pattern, galloping (step - together). By pointing these patterns out, student's move to a rhythm. Dances like the chicken dance and hokey pokey help students to move in space to a rhythm.	Student can perform locomotor skills safely while moving about his or her peers. Student can perform a skill like a gallop maintaining a rhythm of step - together.		Relays, locomotor skill practice within tag games, station work, dance.	Demonstration of desired skills and feedback including assisting by holding hand with student to help them feel the rhythm of the movement.	Music, pathways	Boundaries, personal space, general space, safety, skip, gallop, walk, jog, run, slide, stop, freeze
Movement Concepts: Pathways, Shapes, and Levels (PE.S2.E2)	Gymnastics, Dance, other low organized games and activities like tag games.	Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences. (PE.S2.E2.2)	Developing	Can you perform at all three levels for a short gymnastics routine? Are you able to change your pathways creatively (straight line, zig-zag, curved, etc) while moving?	Can you maintain your balance while traveling at different levels, low, middle and high? Can you change your pathways creatively to music?	Students can perform gymnastics skills at all three levels, using their own creativity. Students can change their pathways while moving through space creatively to music.		Gymnastics, rhythms and dance, warm-ups, tag games	Slow down the rhythm/beat, modern creative dance to own beat, work on levels of gymnastics skills with a partner	Music, mats, general space	Fast, medium, slow, high, middle, low, quick, freeze, stop
Movement Concepts: Speed, Direction, and Force (PE.S2.E3)	Every unit and activity	Vary time and force with gradual increases and decreases. (PE.S2.E3.2)	Developing	Can you move quicker or slower while performing a locomotor skill but still maintaining safety and quality of the skill.	Start games slowly checking for safety and understanding of game rules and boundaries. As students grasp the concept, gradually increase the speed of the movement and build confidence in their skill development.	Student can safely move at a slower pace (walking) and participate in a tag game. Student can safely move at a medium speed (jogging) and participate in a tag game. Student can safely move at a fast pace (run) and participate in a tag game.		Tag games, skill tasks (dribble a soccer ball or bounce a basketball), relays, station work.	Providing a larger space helps to give children space to perform a skill at the speed they are comfortable with. Station work also allows children to increase their speed on their own as they work on various skills. Begin games with slow movements and only increase as the class shows they are capable of performing the desired task safely.	Gym or outdoor space, lines or cones to mark boundaries, activity specific equipment like soccer ball, playground ball, yarn ball, dodgeball.	Walk, jog, run, skip, gallop, slowly, moderate or medium speed, fast, freeze, safety.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (opti	Activities	Modifications	Resources (equipment as well)	Vocabulary
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Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Knowledge Application (PE.S3.E7)	All units	A. Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. B. Select and identify preferred activities that increase cardiorespiratory fitness, flexibility, and muscular strength and endurance. (PE.S3.E7.2) Participate in health-related fitness components working toward building strength and competence using self-assessment and peer assessment skills during practice fitness activities. (PE.S3.E8.2)	Developing	How do you find your pulse? What two locations on your body can you find it? What activities do you like to do to increase your cardiorespiratory fitness? Flexibility? Muscular strength and endurance?	We are constantly trying to keep students engaged and get them to listen to their body and how it communicates with them. e.g. heavy breathing, chest beating, discomfort when stretching. These cues help students to push themselves every class to get the most benefit out of being active in class.	Student is engaged in all aspects of class activities including warm ups, skill development, and takes an active role in class activities.		This standard applies to every unit and every class activity.	Students are able to participate at levels that are appropriate for them and their ability levels. Goal is to increase activity levels and student confidence in skills.	Equipment needs would be specific to the lesson being taught, and could include a heart rate monitor stand if desired.	Participation, effort, engaged, trying your best, working hard, goal setting, pulse, cardiorespiratory fitness, flexibility, muscular strength and endurance.

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Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Social Awareness (PE.S4.E3)	All units	Demonstrate respect of individual differences with teacher guidance. (PE.S4.E3.2)	Developing	Are you aware of differences between yourself and others in your class?	Empathy is a character trait that shows others that you are a considerate person.	Consider your choice of words before anything negative comes out of your mouth. And would you be appreciative of those same comments?		All activities	Teachable moments, modeling, role playing situations	Team challenge games and activities.	Awareness, respect, differences
Self-Management: Goal Setting (PE.S4.E4)	All units	Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance. (PE.S4.E4.2)	Developing	Are you able to create a goal and work toward improving on that specific skill?	Try to pick out a major weakness and set a reasonable goal that you can work towards. Don't try to do too much too quickly.	Student can identify a skill that they are deficient in.		All activities	Distance traveled, grip, technique	Rubric, video	Goals, deficient
Relationship Skills: Feedback (PE.S4.E5)	All units	Accept specific teacher-directed feedback. (PE.S4.E5.2)	Developing	Are you accepting of specific feedback regarding a skill or task?	Understand that when people care about you their feedback is to help you better yourself and your abilities.	Student is able to receive feedback and take corrective measures to improve skillset.		All activities	Visual, verbal, modeling	Forms, assessments, rubrics	Feedback, specific
Relationship Skills: Conflict Resolution (PE.S4.E6)	All units	Recognize individual perspectives may vary from person to person. (PE.S4.E6.2)	Developing	Do you value and understand others' opinions?	Rock, paper, scissors is an easy way to solve many minor issues within game play.	Student can resolve conflicts while staying calm and working through the issue.		All activities	SEL, breathing, yoga, safe place, self-regulation	Posters, bulletin boards, mats	Resolution, conflict, perspective
Decision Making (PE.S4.E7)	All units	Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSEL C 20) (PE.S4.E7.2)	Developing	Do you consider safety while moving and playing in physical education?	Following instructions and rules of the game will help keep you safe and on task at all times.	Student will consistently make positive choices in any situation.		All activities	Model behaviors, role play circumstances	Videos, discussion, team challenge unit	Decision making, leader

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Health and Well-Being (PE.S5.E1)	All units	Identify different types of physical activity that positively impact overall health and well-being. (PE.S5.E1.2)	Introductory	What activities in physical education positively impact your overall health and well-being?	Try to get a grasp on how you feel after exercising to realize the mental benefits of it as well.	Student gets at least 60 minutes of physical activity everyday.		Pacer, mile run, soccer	Online activities	Posters, bulletin boards, online	Well being, healthy
Self-Awareness and Self Management: Challenge and Growth Mindset (PE.S5.E2)	All units	Persist toward reaching a goal despite setbacks with teacher guidance. (PE.S5.E2.2)	Developing	Do you persevere through adversity?	Always look for a positive when doing new activities and set goals you can achieve. Not everyone learns at the same rate.	Student displays self-awareness and perseverance by working through adversity toward a goal.		All activities	CARES language, Different strategies to learn self-regulation.	All equipment	Awareness, management, perseverance

3rd Grade Physical Education

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip (PE.S1.E1)	Warm up activities and dance unit, gymnastics	Leap using a mature pattern (PE.S1.E1.4)	Mastery Level	If you take off on your left foot which foot do you land on? If you take off on your right foot which foot do you land on?	Students can use the correct form when playing leaping lizards. They are able to take off of one foot and land on the other when playing the game. Arms in opposition with your feet.	Students will leap correctly by leaping on one foot and landing on the opposite foot while taking off of either foot.	Jogging Self Assessment - Grade 2 - 3 Skip Self Assessment - Grades 2 - 3 Slide Self Assessment - Grades 2 - 3 Hop Self Assessment - Grades 2 - 3 Gallop Self Assessment - Grades 2 - 3	Warm up activities, leaping lizards, leaping over others, dance, etc	Start with leaping over lines on the floor. Then leap over jump ropes without touching a rope. Then leap over students who are laying on the ground.	Any type of music	Leaping, take off foot, landing foot, arms in opposition.
Locomotor: Jumping and Landing (horizontal and vertical planes) (PE.S1.E2)	Gymnastics, track and field unit, jump rope unit, warm ups, dance, stations.	Jump and land in the horizontal and vertical planes using a mature pattern. (PE.S1.E2.3)	Mastery level	How do your arms help you when jumping? How can you land quietly? What should your legs be doing as you land, should they be straight or should they give and bend while landing?	When jumping in horizontal planes to maximize distance you want to bend your legs and swing your arms backwards then forward to gain momentum while you jump. You want to land on both feet. When jumping in vertical planes you also want to bend your knees and swing your arms up above your head to help you get as high as possible.	Students will jump in a horizontal fashion while they swing their arms forward in unison. Students will jump in a vertical fashion while swinging their arms up in the air at the same time.	Vertical Jump Self Assessment - Grades 2 - 3 Horizontal Jump Self Assessment - Grades 2 - 3 Leap Self Assessment - Grades 2 - 3	High jump, broad jump, jump rope, dance, triple jump.	Jumping horizontally over lines on the floor, jump ropes, jumping for distance during the track meet. Jumping vertically start with jumping off the ground, jumping rope, jumping for height over the high jump bar.	Music, jump ropes, high jump pit, high jump bar, stair steppers.	Jump for height (vertical jumping) Jump for distance (horizontal jumping)
Locomotor: Dance/ Rhythmic Activities (PE.S1.E3)	Dance unit, drumming	Perform teacher-selected and developmentally appropriate dance steps/rhythms and movement patterns. (PE.S1.E3.3)	Developing	Can you perform simple dance steps, rhythms, and movement patterns to dances on go noodle and be able to follow along? Can you copy my drumming beats and movements?	Students can follow along correctly while doing go noodle, Wii, drumming activity or other dance game. They are able to watch and follow along to the dance and movement patterns on the screen.	Students will be able to perform simple dances by copying what they see in front of them whether that is on a screen or in person to the beat and doing the moves correctly.		Go Noodle, Nintendo Wii, Drumming, variety of dances: hokey pokey, chicken dance, hand jive, macarena, cupid shuffle, cha cha slide, locomotion	When drumming I will break down the moves in simple short patterns that they can master then work up to more complex things as they progress.	Music, Drumming sticks, Projector, screen, Wii, sound system	Vocabulary will depend on the song

Nonlocomotor (stability): Balance (PE.S1.E6)	Gymnastics	Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. (PE.S1.E6.3)	Developing	What two body parts are supporting you when you are doing a handstand? What three body parts are supporting you when you are doing a tripod balance?	Students can balance in the tripod position using their head and both hands, then extend their legs upward. Students can start with a donkey kick and then extend their legs up briefly into a handstand position.	Students will be able to start in a donkey kick position with both hands on the floor. They will then kick their legs up over their head and hold it briefly in a handstand position. Students will be able to hold the tripod balance with their head and both hands on the floor. Then they will attempt to extend their legs upward while keeping their three points of contact.	Gymnastics	Students can start with a donkey kick when leading up to handstands. They can gradually increase how high they can extend their legs as they practice.	Floor mats, music	Donkey kicks, hand stand, tripod,
Nonlocomotor (stability): Curling and Stretching; Twisting and Bending (PE.S1.E7)	Gymnastics, balance stations	Move into and out of gymnastics balances with curling, twisting, and stretching actions. (PE.S1.E7.3)	Developing	What muscles are you engaging when you do a curl up on the turtle? Do you sit on top of the turtle or on the side of the turtle to be able to correctly perform a curl up on the turtle?	Students are able to sit on the front side of the turtle, not on the top when performing the curl up on the turtle.	When doing a curl up on the turtle students will sit on the front side of the turtle, keep both hands touching their opposite shoulders, go all the way down so they are laying on top of the turtle, then curl themselves up slow and in control.	Turtle station when doing balancing stations.	If students are struggling they can sit closer to the bottom of the turtle which will make the curl up easier to do. The closer they sit towards the top the more difficult it will be.	Turtle balances, floor mats	Curl up, stretching, curling, balancing.
Nonlocomotor (stability): Combinations (PE.S1.E8)	Dance unit, drumming	Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance. (PE.S1.E8.3)	Developing	How many movements does your dance need to have and for how many counts do you need to perform that movement? How many changes of levels do you need? How many changes in direction do you need? How many changes in pathways do you need? How many seconds do you have to hold your beginning and ending poses?	Students will be able to choose from some different moves we will have previously used as ideas to get them started. ie, Grapevine, shuffle, etc.	Students will create a dance that shows a beginning and ending pose for 3 seconds, 2 changes in levels, two changes in directions, 2 changes in pathways.	Dance unit, drumming unit	Students will be able to use hoops, wands, balls, ropes, noodles, etc to be able to help them create the dance	Music, hoops, wands, balls, ropes, noodles, music system.	low, medim, high, forwards, backwards, sideways, straight, zigzag, curved, pose, levels, pathways, direction, locomotor, non-locomotor

Manipulative: Catching (PE.S1.E13)	Football, basketball, lead up games, tee ball, stations.	Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern. (PE.S1.E13.3)	Developing	What should your eyes be doing while catching? Should you catch the object with your hands and body, or just your hands?	If catching a object above your waist students should have thumbs and number one fingers together. If catching a object below your waist students should have pinkies together.	Students will catch a object from a partner keeping their eyes on the object, fingers spread, hands in the correct position (Pinkies together for a catch below their waist, thumbs and number one fingers together for a catch above the waist) and students will catch with their hands, not their body as they absorb the catch and give with their hands as they are catching it.	Catching Assessment Grades 2 -3	Football, basketball, stations, tee ball, lead up games	Using bigger and softer objects to catch Having students closer together when throwing and catching. Having students catch underhand throws versus overhand throws.	Various size nerf balls, yarn balls, bean bags, youth size footballs	Eyes on the prize, fingers spread, pinkies together, thumbs together, absorb
Manipulative: Dribbling (with hands) (PE.S1.E14)	basketball	Dribble and travel in general space at slow to moderate jogging speed with control of ball and body. (PE.S1.E14.3)	Developing	Where should your hand be on the ball while dribbling? Should you use your palm or fingertips when dribbling? How high should the ball bounce when dribbling?	Hand on top, eyes up, knees bent, elbows bent,	Students will dribble a ball keeping thier eyes up, hand on top, using fingertips and not slapping with palms, keeping the ball at waist level, while moving at a slow to moderate speed.	Dribbling Assessment Grades 2 -3	Basketball unit, knock out dribble game, dribbling down and back during warm ups.	Using softer playground balls versus basketballs usually help students. Having students just work on dribbling before adding the moving component to it.	youth size basketballs, playground balls	fingertips, waist level, elbows bent, knees bent
Manipulative: Kicking (PE.S1.E15)	Soccer, kickball, football, lead up activities	A. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. B. Use a continuous running approach to kick a stationary object for accuracy. (PE.S1.E15.3)	Developing	Where should your plant foot be located in relationship to the ball when kicking a stationary object? When kicking for accuracy should you kick with your toe or the inside of your foot?	When kicking the ball up in the air students will use kick the bottom portion of the ball with thier toes. When kicking along the ground they will kick with the inside of thier foot.	Students will use a running approach and kick the ball along the ground using the inside of thier foot when kicking. Students will use a running approach and kick a ball in the air using their toe and or make contact at the bottom of the ball raising it up in the air. Students will use a running approach to kick a stationary object for accuracy and their plant foot will be next to the ball and slightly behind the ball when kicking.	Kicking Assessment Grades 2 - 3	Soccer unit, kickball, kicking off tees or while students are holding a football, soccer golf	Using a oversized and or softer ball for kicking and making the target bigger.	soccer balls, nerf balls, kickballs, footballs, tees,	plant foot, toe, inside of foot,

Manipulative Striking with Shorthanded Implement (PE.S1.E20)	Raquet/tennis unit, paddle ball	A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the critical elements of a mature pattern. (PE.S1.E20.3)	Developing	What kind of grip do you need when holding the paddle? (Handshake grip)	Students can use a forehand hit, overhand or underhand hit to send the ball over the net while utilizing the handshake grip.	Students will use a forehand hit with their paddle sending the ball over a low net. They will start with their side racquet back by their knee and then hit the ball and follow through with their paddle ending up by their opposite shoulder.		Tennis/racquet unit, paddle ball	One modification would be to have them hit a object off the floor if its too difficult to hit in the air. Or use a oversized, softer and lighter object to hit also.	paddles, racquets, different size nerf balls, modified dense foam tennis balls, net	follow through, opposite shoulder, forehand hit
Manipulative Striking with Long-handed Implement (PE.S1.E21)	tee ball, golf, floor hockey,	Strike an object with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or object tossed by teacher. (PE.S1.E21.3)	Developing	When holding the floor hockey stick do you want your hands together or apart? When holding the tee ball bat do you want your hands together or apart?	For golf students will put their right thumbs on red, left on yellow and glue their hands together. For floor hockey students will have their hand on top of the stick palm facing them, other hand in the middle of the stick with their palm facing out.	Students will strike a ball off of a tee with a tee ball bat. They will have their dominant hand on top while holding the bat up and hands together. Knees will be bent and toes pointed towards the tee. Elbow will be high then they will swing and squash the bug so to speak twisting thier trunk and rotating that back foot.		Tee ball, golf, floor hockey	Using oversized nerf balls on the batting tees. Also using oversized bats that are thicker yet light for students to swing at.	golf clubs, tennis balls for golf, portable flags and velcro targets, hockey sticks, pucks, tee ball bats, tees, nerf balls	athletic stance, putter, driver, iron, bases, outs, strikes, blade, grip
Jumping Rope (PE.S1.E22)	warm ups, jump rope unit	Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (PE.S1.E22.3)	Developing	When twirling the long rope how do you know if you are spread out enough across from your partner? Should you use more of your arms or more of your wrists when twirling the short ropes?	Students will get exposed to the different short rope jumps. They will get a chance to try them out. They will also get to do the long rope both starting inside the rope and going in and out of a moving rope as well.	Students will attempt to perform the different short rope jumps. They will at least be able to successfully perform a couple of them while attempting the other ones as well. Students will also be able to perform the long rope while starting in the middle as well as moving in and out of the long rope while the rope is moving.	Jump Rope Assessment - Grades 2 - 3	warm ups, Jump rope unit	Performing the short rope moves with just using their footwork without the rope. Performing the twirling part with the short rope without jumping over the rope by holding both handles in one hand and practicing using their wrists to move the rope in a circular fashion like they would when jumping rope.	Long Jump Ropes, short jump ropes	short rope, long rope, side swing, basic jump, single side swing and jump, skier, bell, straddle, scissors, straddle cross, crossover, full turn, forward 180, backward 180

Movement Concepts: Strategy and Tactics (PE.S2.E4)	All units	A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities. (PE.S2.E4.3)	Developing	What can you do to avoid getting tagged by someone?	Students will utilize faking, stutter step, changing direction and speed.	Students will demonstrate the ability to fake, stutter step, change directions and speed in order to avoid being tagged. They will also be introduced to taking the correct angle to be able to tag someone depending on the boundaries of the game.		Capture the flag, survivor tag, pirate tag, football, soccer	Increase or decrease the amount of offense or defense to modify or increase or decrease the size of the playing area	soccer balls, pinnies, football, beanbags, flags	fake, juke, stutter step, accelerate, tagging angle
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Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Physical Activity Knowledge (PE.S3.E1)	Fitness Testing	A. Identify risks associated with physical inactivity. B. Understand the physical activity recommendations for youth. (PE.S3.E1.3)	Introductory	How many minutes of physical activity should you get each day? What could happen if you don't get enough exercise each day?	Talking with students about what is considered physical activity as well as how many minutes per day they should be getting.	Do you get at least 30 minutes of physical activity per day where your heart rate is elevated?		PACER, mile run, track and field events and cardio warm ups.	Changing distances, stopping periodically and checking to see if there heartrate is high enough.	stopwatch, measuring wheel	pacing yourself, resting heart rate
Fitness Knowledge: Cardio-respiratory Endurance (PE.S3.E2)	Fitness Testing, track and field	A. Uses the rate of Perceived (RPE) scale to distinguish between moderate and vigorous heart rate. B. Identify where and how to find and count heart rate. (PE.S3.E2.3)	Developing	What are 2 spots where you can locate your heart rate? How can you tell the difference between moderate and vigorous heart rate?	Show students the RPE scale and post on the wall in the gym. As well as stopping, demonstrating, and practicing taking our heart rate.	Using either the neck or wrist students can locate their heartrate and be able to count it.		PACER, mile run, track and field events, cardio warm ups, other random times when I have students stop and check	Intensity of the workout	stop watch, cones, Fitnessgram CD	moderate, vigorous, heart rate, cardio-respiratory Endurance, Endurance
Fitness Knowledge: Muscular and Endurance (PE.S3.E3)	Fitness testing	Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components. (PE.S3.E3.3)	Developing	What would be a example of something we do in our fitness testing unit that measures muscular endurance?	Help students create small attainable goals to better their scores.	Can you improve 5-10 more curl ups at end of year as compared to your beginning of the year score?		PACER, Mile test, curl ups, flex arm hang	Changing distance	Watch, Fitnessgram CD, cones, mats	Pacing, muscular strength, muscular endurance

Safety (PE.S4.E1)	All Units	Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders (PE.S4.E1.3)	Developing	Are you being safe with equipment and peers when participating in activities?	Ask students before activities what other safety rules besides general ones would apply for certain specific activities to get them thinking.	Students will follow all safety rules during activities.		All activities	Some equipment can be modified such as using softer equipment.	Mostly all equipment	Safety
Social Awareness: Procedures and Protocols (PE.S4.E2)	All units	Demonstrate positive behavior as established by procedures and protocols in the learning environment. (PE.S4.E2.3)	Developing	Are you able to enter the gym and go to your assigned spot without yelling and causing problems so we can start class right away?	Try to recognize positive behavior that students are using in order to also reinforce what is expected to other students.	Students will demonstrate positive behavior as established with procedures and protocols that are introduced right away and reinforced throughout the year.		All activities	Reminding students privately and or in front of class, possibly contacting parents, administration etc.	Team challenge equipment	Procedures, protocols
Social Awareness (PE.S4.E3)	All units	Demonstrate respect of individual differences without teacher guidance. (PE.S4.E3.3)	Developing	Can you say good game to someone else after a game without teacher guidance?	Remind students what different ways they can show respect to others during P.E. class.	Students are able to recognize and celebrate individual differences without teacher guidance.		All activities	Model and prep them for opportunities to demonstrating respect towards others.	Team Challenge and other equipment.	respect, individual differences, awareness
Self-management: Goal Setting (PE.S4.E4)	Fitness unit	Identify simple goals for improvement of personal well-being. (PE.S4.E4.3)	Developing	How can you improve in one of your fitness tests? What would a realistic goal be?	Prep students on what a realistic goal would be for fitness tests.	Students will set a goal to improve in each of their fitness tests.		Fitness tests	Changing distance, form, etc	Fitnessgram, stopwatches, cones, other equipment	Goal setting, improvement
Relationship Skills Feedback (PE.S4.E5)	All units	Accept and implement specific feedback from peers to adapt performance with teacher guidance. (PE.S4.E5.3)	Developing	Can you accept feedback from your peers in a positive way to help performance with the help of a teacher?	Realizing that we are not perfect and being able to accept feedback from peers.	Students can accept feedback from peers and use that information to help them perform better.		All activities	Teacher guidance can coach students on how to give and take feedback in a positive manner.	Rubrics and other assessments	feedback, constructive criticism
Relationship Skills: Conflict Resolution (PE.S4.E6)	All units	Identify and explain others perspectives during conflicts. (PE.S4.E6.3)	Developing	How would you feel if you were in their shoes?	Teaching students the golden rule. Treating others the way you would want to be treated	Students will be able to put themselves in others peoples situation by reflecting on what they might be experiencing or how your actions made them react a certain way.		All activities	Consequences, time away, taking a break, going to safe place	Posters, safe areas in school	Conflict, perspective, golden rule

4th Grade

Physical Education

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip (PE.S1.E1)	All units incorporate these movements	A. Demonstrate various locomotor skills in a variety of small sided practice tasks, dance, and educational gymnastics experiences. B. Demonstrate pacing with teacher direction. (PE.S1.E1.4)	Mastery	When galloping, does your backfoot cross the front of your lead foot? Can you move at different speeds around the gym? At what speed can you maintain high levels of participation?	Performance of locomotor skills (Run, Hop, Leap, Slide, Gallop, Skip) in a variety of settings and lead up games for units. Have students running at various speeds (fast walk, jog, sprint) and gain an understanding of pacing to maintain participation in activities for longer durations.	Student is able to slide in both directions (left leg leading & right leg leading) while participating in small games and activities. Student understands how pacing impacts their ability to maintain high levels of participation in class activities.		Pacer, tag games, tumbling warm ups, parachute activities.	Moving at a slower pace allows students to perform skills with more accuracy. For some students, moving the lines in on the pacer (decreased distance) may be necessary.	Cones, Clock / Timer, Parachute, Tumbling mats, etc.	run, skip, gallop, slide, hop, leap, trail leg, step-hop, pacing.
Locomotor: Jumping and Landing (horizontal and vertical planes) (PE.S1.E2)	Gymnastics/tumbling	Demonstrate spring and step take offs and landing specific to gymnastics. (PE.S1.E2.4)	Mastery	While doing a one leg take off do you drive your opposing knee up and out to gain explosiveness?	After being airborne from various takeoffs demonstrate absorption of weight throughout the lower half of your body (Ankles, knees, and hips).	Student is able to safely land showing spring on one or both legs after being airborne.		Locomotor skills, gymnastics, tumbling	Landing in or on different thickness of mats, or objects (Turtles, dome cones)	Mats, turtle shells, dome cones, stability pads	take off, landing, absorption, opposition.
Locomotor: Dance/Rhythmic Activities (PE.S1.E3)	Rhythm, Dance, gymnastics, tumbling	Combine locomotor movement patterns and dance steps. rhythm to create and perform an original dance. (PE.S1.E3.4)	Developing	Can you combine multiple locomotor and dance steps to create and original dance?	Locomotor and dance movements can be chosen to put together to complete a sequence culminating in a unique expressive dance.	Student is able to combine 5 movements into one routine.		Locomotor skills, gymnastics, tumbling, dance	Add or subtract movements that require less or more coordination.	Mats, any manipulatives specific to dance	Timing, Rhythm, fluid
Locomotor: Combinations (PE.S1.E4)	All units incorporate these movements	Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-designed small sided practice tasks. (PE.S1.E4.4)	Developing	While playing a small sided game can you do manipulative skills while moving around in open space?	Performance of locomotor skills (Run, Hop, Leap, Slide, Gallop, Skip) in a variety of small sided and lead up games while using manipulative skills for units.	Can you skip while dribbling a basketball around the gym.		Basketball, football, soccer, hockey, racket sports	Shorten or lengthen distances, increase or decrease the size of the object used.	Basketballs, footballs, small manipulatives, soccer balls, pucks	Receiving, absorption, soft
Nonlocomotor (stability): Weight Transfer and Rolling Actions (PE.S1.E5)	Gymnastics, tumbling	A. Transfer weight from feet to hands for momentary weight support. B. Transition into and out of a roll as part of a gymnastics sequence. (PE.S1.E5.4)	Developing	Can you transfer weight from your lower half of your body to your hands while supporting your weight? While doing a roll can you smoothly transition in and out of multiple movements?	Perform a forward roll while staying tucked throughout the movement. Move from one gymnastics move to another without losing fluid momentum.	Student understands hand placement and absorption of weight from feet to hands. Student understands when to untuck when coming out of a roll while progressing into another movement.		Gymnastics, tumbling	Limit the number of movements a student need to repeat or achieve	Mats, wedges, cylinders	hand placement, spacing, transfer weight

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Manipulative: Overhand Throw; Backhand Throw (PE.S1.E11)	Football, softball, kickball, wiffleball, frisbee golf, flickerball	A. Throw overhand using a mature pattern with accuracy in non-dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy. C. Combine traveling and throwing overhand in a teacher or student designed small sided practice task environment. D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non dynamic environments. (PE.S1.E11.4)	Developing	Can you throw a football to a partner and make it spiral? Are you able to lead a receiver with a thrown football when they are on the move? Can you complete several passes and move up field with your team in a game of flickerball? How far can you throw a frisbee using a backhand throw?	Where should your hand placement be on a football to throw a spiral? Based on the speed of your receiver how far in from of them do you need to lead them when tring to complet a pass? Moving to and recognizing open spaces is very important when trying to give your partner a target to throw at? Keeping your hand and the frisbee parallel with the ground is important when using a back hand throw.	The ball should come over the shoulder and be released from the fingertips to create a spiral. Judging the distance from where your partner is will help you realize how hard to throw the ball to complete a pass. Constant movement is important when trying to get open and away from the defense. Getting a good whipping action with your shoulder, elbow, and wrist will allow you to throw a frisbee your optimal distance.	Grade 4 - 5 Overhand Throwing Grade 4 - 5 Backhand Throw	Football, softball, kickball, wiffleball, frisbee golf, flickerball	Placement of hand on the object being thrown, distance of holes or objects being thrown at.	Footballs, softballs, frisbee's, gatorskin balls, yarnballs	Snap, release, spin, open space
Manipulative: Passing with hands (PE.S1.E12)	Baskeball, volleyball	Pass to a moving partner with reasonable accuracy in a non-dynamic environment. (PE.S1.E12.4)	Developing	Can you pass a baskeball to a teammate while moving up the floor toward a basket?	When passing a basketball have your hand on the bask side of the ball in a trianle and press the ball away from your chest while extending your elbows at your target.	Can you do 5 successful passes to a partner while moving up court toward a basket.		Basketball, volleyball	Shorten or lengthen the distance, do a different type of pass	Basketballs, volleyballs, kickballs	Extension, lead, top spin
Manipulative: Catching (PE.S1.E13)	Football, soccer, softball, baskeball	A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. B. Combine traveling and catching in a teacher or student designed small-sided practice task environment. (PE.S1.E13.4)	Developing	When a partner throws you a football can you catch it into your body or giving with the ball into your hands? While shuffling from one end of the gym to the other can you pass and catch back and forth with a partner?	Track the ball with your eyes and give with your hands as the ball makes contact with your fingers. Move at a pace that will allow you to successfully get into postion to catch the ball.	Are you abel to catch a softball below the waist thrown from 15 feet away on 7 of 10 attempts? In a game of 3 on 3 basketball are you able to bounce pass the ball to an open teammate without it being stolen away by the defense?	Grade 4 - 5 Catching	Football, soccer, softball, baskeball	Use smaller, larger, softer, or more tactile objects.	Footballs, soccerballs, softballs, wiffleballs, basketballs	Receive, give, track

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Manipulative: Volley Underhand (PE.S1.E18)	Volleyball, tennis, pickleball	Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern. (PE.S1.E18.4)	Developing	Name 2 keys to a succesful underhand volley?	Where are you holding the ball prior to contact? Where is your striking hand going prior to contact? Hit the ball out of your hand.	Student can serve six out of ten serves in bounds over the net successfully.	Grades 4 - 5 Underhand Volley	Skill development in volleyball, tennis, and pickleball.	Distance from net, size of the ball, pressure of ball.	Volleyballs, foam balls, wiffle balls	Extension, opposition
Manipulative: Volley Overhead (PE.S1.E19)	Volleyball	Volley an object with a two hand overhand pattern, sending it upward, demonstrating threee of the five critical elements of a mature pattern during practice tasks. (PE.S1.E19.4)	Developing	What parts of the body contact the ball when properly doing a overhnad volley?	Be sure to be right under the ball before contact. Press and flick the ball with your fingertips.	Student can get enough height on their ball to get it over the net on a consisiten basis.	Grade 4 - 5 Overhead Volley	Volleyball	Height of net, size of the ball.	Volleyballs, nets, standards	Flick, track, extension
Manipulative Striking with Shorthanded Implement (PE.S1.E20)	Tennis, hockey, scooters	A. Strike an object with a short handed implement, demonstrating a mature pattern. B. Strike an object with a short handled implement alternating hits with a partner over a low net or against a wall. (PE.S1.E20.4)	Developing	Can you safely contact a manipulative with a short handled implement? How many consectutive hits over a net can you get with a short handled implement?	Be sure to have the implement properly placed in your hand to make solid contact with the center of the implement. Get a feel for the timing and movment of the manipulative being stuck for increased success.	Studnet understands the path of the implement in order to make solid contact. Student understands rotation of the shoulders and hips to best make solid contact on the manipulative.		Tennis, hockey, scooters	Density of manipulative, distance tfor manipulative to travel.	Rackets, various balls, pucks, scooters, hand sticks	forehand, backhand
Manipulative: Striking with long hanled implement (PE.S1.E21)	Golf, softball, hockey	Strike an object with a long handled implement (Hockey stick, golf club, bat), demonstrating threee of the five critical elements of a mature pattern for the implement in practice tasks (Grip, stance, body orientation, swing plane and follow-through). (PE.S1.E21.4)	Developing	Name 4 of the 5 critical elements when contacting a manipulative with a long handled implement?	Be sure to have your feet in the proper place before attempting to contact the object for optimal success rate. Make sure hand placement is correct and always follow through.	Studnt understands safety concerns when dealing with long handled implements.	Hockey Rubric	Golf, softball, hockey	Increase the size of the object being struck, allow a tee to be used.	Golf clubs, balls, bats, hockey sticks, pucks	Grip, stance, orientation, plane, follow through
Jumping Rope (PE.S1.E22)	Jump Rope, various units	Create and perform a jump rope routine with either a short or long rope. (PE.S1.E22.4)	Developing	When doing a forward jump when should your feet leave the ground to have the best chance of a successful jump?	When doing multiple jumps at a time try to find a timing and rhythm that works for you.	Student can complete 20 jumps in a row.	Grades 4 - 5 Jumping Rope	Jump Rope, various units	Shorter or longer ropes, lay the jump rope on the ground and jump it, jump a stationary hanging rope.	Long and short ropes	Timing, rhythm, routine

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Movement Concepts Strategy and Tactics (PE.S2.E4)	All units	Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striking activities. (Pe.S2.E4.4)	Developing	Do you come up with a plan before trying to score on offense?	Student looks for weakness in the defensive teams set up before trying to score.	Do you and your team discuss ways to best achieve the goal of the game your playing.		River crossing, steal the bacon	Only certain kids can speak, blindfold some students.	Most equipment	Tactics, strategy

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (c	Activities	Modifications	Resources (equipment as well)	Vocabulary
Physical Activity Knowledge (PE.S3.E1)	Fitness testing	Identify factors that motivate or deter daily participation in physical activity. (PE.S3.E1.4)	Introductory	Do you give your best effort every day in physical education?	Pace yourself to be able to maintain a good effort throughout class. Get plenty of sleep each night so that you are well rested.	Do you get at least 9 hours of sleep a night on most days.		Pacer, mile run, 100 meter run, shuttle run	Distance to travel, rules that allow students reentry of elimination games	Mats, stop watches, blocks	Perseverance, drive, recommendations
Fitness Knowledge: Cardio-respiratory Endurance (PE.S3.E2)	Fitness testing	A. Identify target heart rate zone for moderate to vigorous intensity activities (60%-80%). B. Categorizes cardio-respiratory endurance as one component of health-related fitness. (PE.S3.E2.4)	Developing	Do you know your target heart rate zone? Which health component does the pacer fall under?	To find your resting heart rate take it for 10 seconds and multiply that number by 6. The heart is like any other muscle if you work it, it will get stronger.	Your resting heart rate should be between 70-110 beats per minute. What units or games do we play that engage your heart the most to increase your cardiovascular endurance.		Pacer, mile run, 100 meter run, shuttle run	Intensity, distance traveled	Fitnessgram CD, cones, stop watches	Cardiovascular endurance, pulse, heart rate,
Fitness Knowledge: Muscular Strength and Endurance (PE.S3.E3)	Fitness testing	A. Identify which exercise (Or fitness assessment) corresponds with measuring muscular strength and endurance. B. Categorize muscular strength and endurance as one component of health related fitness. (PE.S3.E3.4)	Developing	What types of exercise allow you to enhance your muscular strength and endurance? Doing the pacer challenge falls into what category of fitness?	Try to make incremental gains and goals when working on improving your muscular endurance. Doing hand release push ups will help teach good form and muscle memory.	Can you get over 20 lengths on the 15 meter pacer to achieve being in the healthy fitness zone. Can you hold a flexed arm hang for more then 5 seconds.		Pacer, push ups, pull ups, flexed arm hang	Distance traveled, grip, type of push up	Cones, fitness gram CD, stop watch	Endurance, strength, fitness

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Assessment and Program Planning (PE.S3.E8)	Fitness testing	A. Complete fitness assessments (Pre and post). B. Identify areas of needed remediation from personal assessment with teacher guidance. C. Identify strategies for progress in areas for remediation. (PE.S3.E8.4)	Developing	Do you recall how to complete each of the fitness tests completed and keys to improving on your scores? Can you create goals and be motivated to improve and or maintain your scores? What score would you most like to improve?	Stretching before doing running and flexibility tests will help improve your scores. Having no false steps or wasted movement makes you more efficient. Just taking several minutes a day to work on your weaknesses can result in major improvement over a period of time.	Student know how to do a proper push up using correct form. Student knows how to set a goal and work towards it. Student is driven and motivated outside of the physical education setting to improve all around wellness.		Fitnessgram, shuttle run	Grip, distance	Mats, stop watches, fitnessgram CD	Remediation, goal setting
Nutrition (PE.S3.E9)	Fitness testing	Discuss the importance of proper hydration. (PE.S3.E9.4)	Developing	Do you drink 7-8 cups of water or milk per day?	Chart yourself for a week and see if your getting your allotted daily amount.	Student drinks 7-8 cups of milk or water per day.		Discussion, pacer, mile, 400 m run	Convert cups to ounces	Online, posters	Hydration

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (c	Activities	Modifications	Resources (equipment as well)	Vocabulary
Safety (PE.S4.E1)	All units	Apply safety practices with peers and equipment in a variety of physical activity settings. (PE.S4.E1.4)	Developing	Do you consider other student's safety when you are engaged in game play while in physical education class?	Try to think ahead of possible dangerous situations that can arise within a certain game.	Student will be attentive to all directions including those that are safety related		All activities	Softer equipment to tag with, shorter handled objects for those that are careless	Most equipment	Safety
Social Awareness: Procedures and Protocols (PE.S4.E2)	All units	Apply the procedures and protocols in the learning environment. (PE.S4.E2.4)	Developing	Do you consider SEL elements when dealing with other students?	Using empathy and being considerate of others needs are hard skills to grasp and deploy.	Student considers how others might feel before they make comments and judgments of others.		All activities	Have one on one conversations with kids that struggle with these skills.	Team challenge equipment	Protocol, procedures
Social Awareness (PE.S4.E3)	All units	Praise the performance of others. (PE.S4.E3.4)	Developing	Do you congratulate others on a skill or game that they do well on?	Work on becoming selfless by looking out for others and showing empathy when necessary.	Student shows sportsmanship after completion of an activity or game.		All activities	Model proper behaviors based on the situation.	Team challenge equipment	Empathy, selflessness, sportsmanship

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.											
Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Self-Expression, Social Interactions, and Enjoyment (PE.S5.E3)	All units	Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities. (PE.S5.E3.4)	Developing	Do you have positive social interaction and a feeling of personal enjoyment in physical education class?	Self worth and social interactions are key components of physical activity.	Student is able to positively interact when engaged in partner or small group activities.		All activities	Larger/smaller groups, change rules for more inclusion	All equipment	Self expression, social interactions, self worth

5th Grade

Physical Education

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip (PE.S1.E1)	All Units	A. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. B. Combine locomotor and manipulative skills in a variety of small sided practice tasks, and games including those from other cultures. (PE.S1.E1.5)	Mastery	Can you perform various locomotor skills while participating in small sided soccer games or warm up activities? What is the importance of the arm swing while running for a race (track unit)? Can you perform locomotor skills (run, skip, slide) while passing a ball in a warm up activity like football, soccer, etc.?	Students will use locomotor skill with mature form while participating in low organized games and lead up activities. Keeping movements slower paced or with multiple objects in play will increase student involvement and movement. Cultural games could include: Run & Scream (Native American), Long Ball (Native American), Varieties of Hop scotch and kickball games, Cricket (England / Australia)	Student can perform a slide while passing a football with a partner down to a marker and back. Student can walk / run as needed to be an active participant in a lead up soccer game like pedestal soccer. Student will move within playing area to avoid being tagged by the ball in a game of Long Ball. i.e. starting and stopping and changing directions and speed of movement.		Tag games, spatial awareness games, exploring games	Partial skill breakdown, slow pace, less distance	Cones, Mats, Pool Noodles, ect	Walk, Run, Hop, Leap, Slide, Gallop, Skip, Knee, Alternate, Jump, Tail Leg
Locomotor: Jumping and Landing (horizontal and vertical planes) (PE.S1.E2)		Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small sided practice tasks, and games including those from other cultures. (PE.S1.E2.5)	Mastery	What is the difference between a horizontal jump and a vertical jump?	Students will use jumping and landing skills in stations and in small sided games. Create different ways to move (such as jumping) during tag games	Student is able to safely land. Student can demonstrate the difference between a vertical jump and a horizontal jump		Locomotor skills, gymnastics, tumbling	Jumping over and onto a variety of different mats and objects	Mats, pool noodles, hula hoops, ect	take off, landing, absorption, opposition.
Locomotor: Dance/Rhythmic Activities (PE.S1.E3)		Combine locomotor skills in cultural as well as creative dances / rhythm (self and group) with correct rhythm and pattern. (PE.S1.E3.5)	Developing	What does it mean to dance in rhythm?	Locomotor and dance movements can be chosen to put together to complete a sequence culminating in a unique expressive dance.	Student is able to combine 5 movements into one routine. Student is able to dance to the rhythm of a song.		Locomotor skills, dance	Easier dance moves. Less movements to songs/rhythm	Mats, music, music player	Timing, Rhythm, fluid
Locomotor: Combinations (PE.S1.E4)		Combine traveling with manipulative skills of dribbling, throwing, catching, and striking without hesitation in teacher- or student- designed small sided games including those from other cultures. (PE.S1.E4.5)	Developing	While playing a small sided game can you do manipulative skills while moving around in open space?	Performance of locomotor skills (Run, Hop, Leap, Slide, Gallop, Skip) in a variety of small sided and lead up games while using manipulative skills for units.	Student is able perform a locomotor skill while performing a manipulative skill at the same time. Example Skipping and dribbling a basketball at the same time		Basketball, football, soccer, hockey, racket sports	Shorten or lengthen distances, increase or decrease the size of the object used.	Basketballs, footballs, small manipulatives, soccer balls, pucks	Receiving, absorption, soft

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Non-locomotor (stability): Combinations (PE.S1.E8)		Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group. (PE.S1.E8.5)	Developing / Mastery	What shapes, skills, pathways, and movement concepts can you use in combination to perform a dance with a partner?	What movement patterns can you combine to show a fluid and seamless routine.	Combine 6 movements into a routine with a partner that must last a minimum of 45 seconds.		Gymnastics, Dance	Allow the use of ribbons, scarves, or other manipulatives to be used in the routine.	Mats, manipulatives	Flow, fluid, high, low, force, time
Non-Locomotor (stability): Balance and Weight Transfer (PE.S1.E9)		Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus. (PE.S1.E9.5)	Developing / Mastery	When moving from or on objects are you able to maintain balance without using your hands to stay steady?	Have students move across dome cones or stability pads without making contact with the floor. Students can perform a variety of gymnastics skills (i.e. carwheels, round offs, arabesque balances) with minimal falling while performing the skill. Students can hold 2 and 3 point balances for 5 seconds or more.	Student can make it across a balance beam using a variety of movements (crow hop, sideways, forward and backward walking) without falling or touching the floor. Student can replicate a series of dance movements while maintaining balance through out sequence.		Gymnastics routines / warm up activities, Dance movements	Partner assist when performing stretches, width of balance beam, position of balance beam in proximity to a wall or bleacher.	balance beam, Mats for gymnastics skills, dance instructions video	Stability, core, muscles, center of gravity, weight distribution, spotting (focusing on an object)
Manipulative: Underhand Throw; Underhand Roll (PE.S1.E10)		A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. B. Throw underhand to a large target with accuracy. (PE.S1.E10.5)	Developing / Mastery	What leg steps forward as you underhand throw or roll a ball?	Have students toss bean bags onto targets at a variety of distances. Have students play in small sided games that use underhand rolling and throwing. (Example bean bag slide, where students must underhand roll (slide) a bean bag at pins.	Student is able to roll a ball at a full set of bowling pins and hit any of the pins 3 out of 5 times	Grade 4 - 5 Underhand Roll / Throw	Bowlings, Small Sided Games, Lead Up Games	Change the distance away from the target. Change the object being rolled or underhand tossed. (small or large ball)	Bowling Pins, Bowling Balls, Different size ball, bean bags, other rolling equipment and object as targets	Roll, Release, Squeeze, Opposite, Step, Tic-Toc, Balance, Swing

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Manipulative: Catching (PE.S1.E13)		Catch with reasonable accuracy in dynamic, small-sided practice games. (PE.S1.E13.5)	Developing / Mastery	When catching a ball above your waist, should your pinkies be together or your thumbs?	Have students toss different objects into the air and catch them on their own. Have students throw an object to each other. Students should be placing their pinkies together on the catch if the ball is below their waist and thumbs together if its above their waist.	Student is able to catch a ball thrown from a partner from 20 feet away. While moving, the student is able to catch a ball thrown from a partner	Grade 4 - 5 Catching	Football, Basketball, Softball, Baseball, Frisbee	Change the distance between partners. Change the object that is being thrown	Football, Basketball, Softball, Baseball, Frisbee, Dodgeball	Eye, Pinkies, Thumbs, Grab, Track
Manipulative: Dribbling (with hands) (PE.S1.E14)	Basketball	Dribble with hands using a mature pattern in a variety of small-sided games. (PE.S1.E14.5)	Developing, Mastery	what part of you hand do you use to dribble? how high should the ball be dribbled?	Students should dribble a ball using their figure pads while moving throughout space. The ball should be dribbled anytime the student is moving throughout space (related traveling in basketball). Have the student perform dribbling with his/her nondominant hand, behind the back, between the legs, ect.	Can you dribble without looking down and the ball and move around the playing space. Can you dribble while varying your speed and maintain control of the ball Basic rules of basketball like traveling and passing a ball in from out of bounds	Grade 4 - 5 Dribble (hand)	Knock Away, Relay Race, Polyspot basketball, Lead-up basketball games	Different size basketballs	Basketballs, playground balls,	finger pads, waist height, vision, stance
Manipulative: Kicking (PE.S1.E15)		Demonstrate mature patterns in kicking and punting in small-sided game environments. (PE.S1.E15.5)	Developing, Mastery	What part of you foot should you use to kick? If you want to pass a soccer ball, what part of your shoe should you use (that is most accurate)? If you want to kick a ball far, what part of your shoe should you use?	Have students pass and trap a ball with a partner. Have student kick at different objects that are different distance away.	Student is able to pass and trap a soccer ball to and from a partner (using their inside of their foot) Student is able to kick a soccer goal by using his/her laces of the shoe for more power.	Grades 4 - 5 Kicking	Soccer, lead up games	Different size soccer balls	Soccer balls, Playground Balls	Inside, Laces, Opposite, Control

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Manipulative: Volley Overhead (PE.S1.E19)		Volley an object using a two-hand pattern, sending it upward to a target during small-sided games. (PE.S1.E19.5)	Developing / Mastery	What part of your hand do you use to volley/serve a volleyball? What foot do you step with when volleying/serving a volleyball?	When working on volleying/serving a volleyball underhand, students should start with a slower moving ball (balloon/beach ball). Students should start close to the volleyball net and slowly rotate the ball off of their non-dominant hand before serving. They should not toss the ball up in the air before hitting. Students should work on stepping with their non-dominant leg during their serve/volley hit.	Students will be able to volley/hit a ball overhand over a volleyball net 4 out of 5 times from 10 feet away.	Grade 4 - 5 Overhead Volley	Volleyball, lead up games	Lower net or mat, Slower moving balls (balloons, beach balls)	Volleyballs, Balloons, Beach balls, Volleyball posts and nets	Serve, Palm, Underhand, Step, Opposite, Rotate, Follow Through
Manipulative Striking with Shorthanded Implement (PE.S1.E20)		Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures. (PE.S1.E20.5)	Developing / Mastery	How do you properly grip a tennis racket? Name a shorthanded piece of equipment that you can strike with.	Students should have proper grip of the equipment piece they are using. Choking up on the implement will allow for better control and more success from the student. Students should use slower reacting balls or object to hit first. This will allow them to contact the ball with more success.	Student will be able to volley a high-bounce ball in the air using a racket for 5 consecutive hits.		Tennis, Wall ball (racketball), Pickleball, scooter hockey	Different size rackets, different size balls or objects to hit.	High bounce balls, tennis balls, tennis rackets, pickle ball paddles.	Grip, opposite, control, step, follow through.
Manipulative Striking with long-handled implement (PE.S1.E21)		A. Strike a dynamic object with a long-handled implement using a mature pattern in small-sided games. B. Combine striking with a long handled implement (e.g. bat, hockey stick) with receiving and traveling skills in small sided games. (PE.S1.E21.5)	Developing / Mastery	How do you properly grip a hockey stick? How do you properly grip a golf club? What hand goes in the middle of the hockey stick?	During each unit (floor hockey, golf, softball) have students properly demonstrate the grip before any attempts. Then have student practice at stationary balls or targets (example: Softball should be hitting off of a tee.)	Students should be able to properly show how to grip a hockey stick, a golf club and a softball/baseball bat.	Hockey Rubric	Golf, Hockey, Softball/Baseball	Large blades on hockey sticks, Larger bats for softball/baseball, Tees for softball/baseball, large balls or slower moving balls for floorhockey. Large golf club heads	Hockey sticks, Baseball bats, Softball bats, Golf Clubs	Strike, Stance, Grip, Follow Through, Track, Vision
Jumping Rope (PE.S1.E22)		Create and perform a jump rope routine with a partner using either a long or short jump rope. (PE.S1.E21.5)	Developing / Mastery	How do you find the proper size jump rope?	When doing multiple jumps at a time try to find a timing and rhythm that works for you.	Student can complete 20 jumps in a row.	Grades 4 - 5 Jumping Rope	Jump Rope, various units	Shorter or longer ropes, lay the jump rope on the ground and jump it, jump a stationary hanging rope.	Long and short ropes	Timing, rhythm, routine

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Fitness Knowledge: Body Composition (PE.S3.E5)		Describe the short- and long-term benefits of maintaining a healthy body composition. (PE.S3.E5.5)	Developing	List the benefits of maintaining a healthy body composition.	Students should try to eat healthy foods and a variety of food groups. Students should also try to stay active for 60 minutes per day.	Students will be able to describe calorie intake vs calories used.		All	Make movement activities fun so kids don't even realize they're exercising.	Online, posters	Body composition, energy, calories
Fitness Knowledge: Skill related fitness (PE.S3.E6)		Define skill-related and health-related fitness. (PE.S3.E6.5)	Developing	Can you name 2 of the 6 components of skill related fitness?	Do you line up in a starters stance when trying to be your quickest?	Do your arms move in opposition when running? Are you able to drive off your back foot when starting from a stationary position or do you take false steps?		Agility run, 100m run, 400m run	Starting points, size of block	Online, posters	Agility, speed, power, balance, coordination, reaction time
Knowledge Application (PE.S3.E7)		Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone. (PE.S3.E7.5)	Developing	Can you name 3 of the 5 components of fitness?	When striving for all around fitness make sure to exercise groups of muscles from all over the body.	Student can identify an activity and relate it to its proper fitness component.		Curl ups, push ups, trunk lift, sit and reach	Knee/ hand release push ups, forward or reverse grip for pull ups and flexed arm hang.	Pull up bar, mats, ruler	Body composition, flexibility, muscular strength and endurance, cardiovascular endurance
Assessment and Program Planning (PE.S3.E8)		A. Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. B. Design a fitness plan to address ways to use physical activity to enhance fitness. (PE.S3.E8.5)	Developing	Do you recall how to complete each of the fitness tests completed and keys to improving on your scores? Can you create goals and be motivated to improve and or maintain your scores? What score would you most like to improve?	Stretching before doing running and flexibility tests will help improve your scores. Having no false steps or wasted movement makes you more efficient. Just taking several minutes a day to work on your weaknesses can result in major improvement over a period of time.	Student know how to do a proper push up using correct form. Student knows how to set a goal and work towards it. Student is driven and motivated outside of the physical education setting to improve all around wellness.		Fitnessgram, shuttle run	Grip, distance	Mats, stop watches, fitnessgram CD	Remediation, goal setting
Nutrition (PE.S3.E9)		Identify the components on 'My Plate' and how they contribute to overall well-being. (PE.S3.E9.5)	Developing	Name the food groups that should be on your plate? How do each of these food groups help your overall health?	Have students document what food they eat each day for a week.	Students can document their food intake for a week and make appropriate food choices according to MY Plate		My Plate Resources	plastic food,	plastic foods, journals	food groups, my plate, grains, vegetables, fruits, grains, meats, proteins

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources	Vocabulary
Decision Making (PE.S4.E7)	All units	Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSEL20) (PE.S4.E7.5)	Developing	Do you consistently make choices that follow the rules and keep yourself and others safe?	Always try to think/process information within game play as quickly as possible and react accordingly for the best possible outcome.	Student considers consequences of their actions prior to active movement.		All	Safe place, take a break, discussion	Online, rubrics	Decision making, consequences

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression.

Sub-Standard	Units that use this skill	Content	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills and Strategies	Sample Learning Target	Assessments (optional)	Activities	Modifications	Resources (equipment as well)	Vocabulary
Health and Well-Being (PE.S5.E1)	Fitness testing	Examine the health benefits of physical activity and well-being. (PE.S5.E1.5)	Developing	Can you name 3 health benefits that come from being physically active?	A feeling of self worth and accomplishment comes with doing strenuous activities.	Student can describe factors that indicate well-being.		Self assessments, rubrics	Online materials	Posters, bulletin boards, online	Health, well being, accomplishment, strenuous
Self-Awareness and Self Management: Challenge and Growth Mindset (PE.S5.E2)	All units	Apply strategies to persist and maintain motivation when challenged. (PE.S5.E2.5)	Developing	Are you self motivated and persistent when challenged?	Self confidence and self motivation are characteristics of successful people.	Student shows the ability to adapt and overcome adverse situations when they arise.		All	Use teachable moments to help students self reflect on competitive situations.	Team challenge bags, SEL documents	Self awareness, growth mindset, persistence, motivation
Self-Expression, Social Interactions, and Enjoyment (PE.S5.E3)	All units	Participate in different physical activities for enjoyment and challenge and analyze reasons for the feelings of enjoyment. (PE.S5.E3.5)	Developing	Do you find enjoyment in the various activities you do in physical education?	When improving take pride in the incremental gains you make in a particular skill or game.	Student is able to analyze reasons for feeling enjoyment.		All	Use a chart or cards to have students show where they are at emotionally at a given time.	Team challenge bags, SEL documents	Self expression, enjoyment, social interaction

Dance Education

Standard 1: Create - Students will generate, develop, and refine artistic work

K - 2	3 - 5	6 - 8	9 - 12
<p>D.D.Cr.1.e Improvisation - Explore movement inspired by a variety of stimuli</p>	<p>D.D.Cr.4.i Improvisation - Invent movement inspired by a variety of stimuli</p>	<p>D.D.Cr.7.m: Improvisation Improvise a movement phrase inspired by a variety of stimuli that includes a beginning, middle and end.</p>	<p>D.12.1 Create short dances exploring advanced compositional elements including unison, contrast, abstraction, and repetition</p>
<p>PE Dance Unit: Students will explore rhythms of various melodies and clapping or drumming to the beat (aerobic drum sticks). I.E. bouncing to the beat of a song, walking and keeping the beat with aerobic drum sticks</p>	<p>PE Dance Unit: Students will follow dance step directions to a song like the Cha Cha Slide or Cupid Shuffle. These songs can allow for students to improvise the movement by how far they are willing to engage themselves in the dance move. Adding arm motions to a basic cha cha step or the size of the jumps / slides as they follow along in the songs.</p>	<p>Students will create a school appropriate TickTock or other current social media dance after reviewing Cha Cha Slide and Tick Tock or other current social media dance moves. https://www.youtube.com/watch?v=Th9f7_KxMf4</p>	<p>PE 1 Students will identify dance steps and execute correct step sequence (tinikling) Side to side step Diagonal step Criss cross step Jump step <u>Tinikling video</u></p>
<p>D.D.Cr.2.e Dance Making Explore shapes and movements using parts of the body.</p>	<p>D.D.Cr.5.i Dance Making Assemble movements to explore the elements of dance (space, time, and dynamics)</p>	<p>D.D.Cr.8.m: Dance Making Compose an expressive movement study that uses elements of dance and other stimuli (i.e. music, spoken</p>	<p>D.12.3 Choreograph using a variety of compositional forms (such as ABA, canon, rondo, and narrative)</p>

<p>include jumping, sitting, kneeling and drumming in the air, to the side, or on the ground. Students work together in these small groups to copy the leader's movements and patterns then change roles allowing others to take the lead.</p>	<p>aerobic drum sticks that accompany this unit throughout the school year. Through these dances students see how their individual movements when put together in a larger group setting create a larger dance performance. This is also modeled in the use of brain break activities like dance videos on gonoodle.</p>		
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Standard 2 - Perform: Students will analyze, develop, and convey meaning through the presentation of artistic work.

K - 2	3 - 5	6 - 8	9 - 12
<p>D.D.P.1.e Skill Development - Demonstrate developing body awareness and alignment for locomotor and non-locomotor movement</p>	<p>D.D.P.5.i Skill Development - Demonstrate general body awareness, alignment, and kinetic awareness using more complex locomotor and non-locomotor movements.</p>	<p>D.D.P.9.m: Skill Development Demonstrate functional alignment, kinetic and body mechanic awareness for complex movement through extended phrases.</p>	<p>D.12.4 Demonstrate increased ability to work effectively alone, cooperatively with a partner, and in small groups during the choreographic process</p>
<p>PE Dance Unit - Body awareness in our dance unit can be developed through students understanding personal space for them to be</p>	<p>PE Dance Unit - Students will follow more complex movements and ones that involve varying speeds of movements. We use Just</p>	<p>Students will demonstrate proper body mechanic awareness by following Hip-Hop Tabata, step aerobics, zumba.</p>	<p>Triathlon/Aerobics students will work in pairs to create a 5 minute routine using any of the types of aerobics they have been exposed to</p>

<p>song and the moves greatly increases. Feelings typically are frustration if they can't keep up, anxious as it goes faster, and relief when the dance comes to an end and is not getting any faster for them.</p>	<p>students can express some feelings of enjoyment and immerse themselves further into the dance moves. Often we have the excuse from some of the boys in class that Dance is for girls and we try to combat that with songs that they would enjoy dancing to. One is a classic 80s song "<u>The Final Countdown</u>" in which the characters are wrestlers dancing to the song in a wrestling match. The second is a dance video that was geared toward all the dances that the kids are doing from "<u>Fortnite</u>". Both have been successful in engaging our students in the dance unit.</p>		
<p>D.D.P.3.e Rehearsal Process - Develop developmentally appropriate rehearsal skills in a practice and performance.</p>	<p>D.D.P.7.i Rehearsal Process - Exercise developmentally appropriate rehearsal skills in a practice and performance while applying guided feedback.</p>	<p>D.D.P.11.m: Rehearsal Process Exhibit age appropriate rehearsal skills in a practice and performance while independently applying feedback.</p>	<p>D.D.P.4.e Performance Experience - Explore developmentally appropriate interactions with choreography, expressions and production elements.</p>
<p>PE Dance Unit: Students will be taught more difficult moves or sequences of moves prior to performing dances. An example of this is that we will teach kids a jump</p>	<p>PE Dance Unit: As students are learning dance moves, or rhythm patterns with aerobic drumming sticks, to a specific song, the teacher will reinforce</p>	<p>Students will create a school appropriate TickTock or other current social media dance after reviewing Cha Cha Slide and Tick Tock or other current social media dance moves.</p>	<p>Students are encouraged to use the community resources available to experience the many options of dance that Rapids provides. <u>Anytime Fitness</u></p>

<p>Disney” for use on a gaming console as part of the dance unit. Slo motion video capture through a phone and projecting their moves also adds a fun element to the dance moves as they see themselves performing them.</p>	<p>Slide and Cupid Shuffle. On Just Dance, the moves are displayed at the bottom of the screen and students can anticipate the moves that are coming by watching these graphics.</p>		
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Standard 3 Respond - Students will critically interpret intent and meaning in order to evaluate artistic work.

K - 2	3 - 5	6 - 8	9 - 12
<p>D.D.R.1.e Dance Literacy - Demonstrate an understanding of movement words.</p>	<p>D.D.R.5.i Dance Literacy - Identify dance specific vocabulary through verbal, physical , written, and / or digital means.</p>	<p>D.D.R.9.m: Dance Literacy Demonstrate an understanding of dance elements using proper vocabulary through verbal, physical, written, and/or digital means.</p>	<p>E.12.1 Create a dance and revise it over time, articulating reasons for artistic decisions</p>
<p>PE Dance Unit: In the younger grades we use terms that help with movement in space like forward, backward, sideways. These may be right and left. Counts of 4 and 8. Slide, Jump, Step, are also terms that students are familiar with in relation to</p>	<p>PE Dance Unit: Students will learn terminology for specific dance moves and those moves are then used as cues. In the Jump with Jill dance videos, students learn terms like push and pull, puppet knees, robot. These moves are then visually cued</p>	<p>Students will demonstrate an understanding of dance literacy when working in groups creating a school appropriate TickTock or other current social media dance after reviewing Cha Cha Slide and Tick Tock or other current social media dance moves.</p>	<p>Student demonstrates ability to recognize beat in music and move with the beat. They will also realize that students must communicate effectively, demonstrate teamwork and cooperation. Tinikling will also improve</p>

	helps them to associate their own feelings with dance and music.		
D.D.R.3.e Analysis - Identify specific components of the performance.	D.D.R.7.i Analysis - Describe the various components and movement characteristics of the performance.	D.D.R.11.m: Analysis Assess the various components and movement characteristics of the performance	
PE Dance Unit: During songs like the chicken dance there is a chorus in which the students will link arms and twirl and then return to the dance. We call out this part of the dance by a cue like "Chorus or Refrain" to help students to recognize the patterns of music and dances.	PE Dance Unit: Through the use of Just Dance Titles, students are able to learn dance moves and see how the repetition of a song through lyrics and parts of the song (chorus) cause repetition in dance movements that they perform. This repetition allows for students to start at a level they are comfortable with moving just their arms and then as they get more confident add in the foot movements as best they can.	Students will analyze the parts of their appropriate TickTock or other current social media dance after reviewing Cha Cha Slide and Tick Tock or other current social media dance moves.	
D.D.R.4.e View Performance - Demonstrate developmentally appropriate etiquette skills with guidance in response to a performance.	D.D.R.8.i View Performance - Demonstrate developmentally appropriate etiquette skills with guidance in response to a performance.	D.D.R.12.m: View Performance Demonstrate appropriate responses for a wide range of performances.	
PE Dance Unit	PE Dance Unit:	Students will respect others	

<p>would experience at a social event where music is played like a wedding. Students can feel confident in their ability to move and dance with friends and family.</p> <p><i>In music classes, we will expose students to dances from around the world (example: La Raspa from Mexico).</i></p>	<p>would experience at a social event where music is played like a wedding or school dances. We also try to keep students engaged with modern music incorporated from pop culture.</p> <p><i>In music classes, we will expose students to dances from around the world (example: Fjaskern from Sweden).</i></p>	<p>backgrounds.</p>	<p>and the importance it serves in their culture.</p> <p>Tinikling is a Phillipine folk dance that originated in the Spanish Colonial Era</p> <p>Students can also experience other local dance culture by attending a local dance <u>Ho Chunk Nation Wasira</u></p>
<p>D.D.Cn.2.e Career Connections - Identify and describe multiple dance professions.</p>	<p>D.D.Cn.6.i Career Connections - Examine dance professions and describe how dance skills translate to other careers.</p>	<p>D.D.Cn.10.m: Career Connections Research dance professions and/or the training required to pursue dance careers.</p>	
<p>PE Dance Unit: Through our dance unit we bring dance options to students that are interested in further pursuing dance. This could be through Rapids School of Performing Arts (RSPA), Dance with Pam, Cheerleading programs as well through the YMCA and High School programs.</p> <p><i>In 2nd grade music classes, we teach students about ballet (example: The Nutcracker).</i></p>	<p>PE Dance Unit: Students will learn and experience how dance can build confidence, coordination, flexibility and stamina. These skills can be helpful in any number of career options and don't have to be limited to dance instruction as a career path. Many students in our school also participate in events like the Community and Children's theater. These students use dances as part of their performances and</p>	<p>Students who have an interest in dance will be given the resources to research dance professions and requirements.</p>	

<p>PE Dance Unit: Students will build confidence through learning and performing dance moves. It promotes balance, coordination and social skill development as well. <i>In music classes, we use dance to teach social skills and concepts (example: working cooperatively with others).</i></p>	<p>PE Dance Unit: Students will recognize through monitoring of their heart rate how Dance can be a great aerobic activity that promotes flexibility, coordination and stamina. All of these things are important in a healthy lifestyle. <i>In music classes, we use dance to teach social skills and concepts (example: working with many people/changing partners).</i></p>	<p>Students will experience how dance is incorporated into fitness and lifetime activities (step aerobics, jazzercise, zumba)</p>	
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6-8 Dance Rubric

6-8 Dance Unit

Wisconsin Rapids Lincoln High School

1801 16th Street South
Wisconsin Rapids, Wisconsin 54494
Telephone: (715) 424-6750

Website: <http://www.wrps.org/schools/lincoln/index.cfm>
Facebook: WR Lincoln High School
Twitter: WR_LincolnHS
Instagram: wr_lincolnhs

Ronald Rasmussen, Principal
Nic Sydorowicz, Steve Thayer, Kelly Zywicki, Associate Principals



LINCOLN HIGH SCHOOL

2022-2023 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Phone: _____ Student ID #: _____

OUR MISSION

To develop the skills and character to achieve success!

WELCOME & INTRODUCTION

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2022-2023 school year. May it prove to be a most rewarding, satisfying, and exciting experience. You are attending a truly outstanding institution and have tremendous opportunities at LHS. The curriculum is comprehensive, the co-curricular activity program is extensive, and the entire staff is willing and able to be of service to you. We hope that each of you will use all that is available and make the effort to find success. Please read through this handbook and if you have any questions please contact the administration.

Lincoln High School endeavors to provide a positive learning environment for all students. This handbook is the guideline for proper behavior and conduct, as well as consequences when the guidelines are not followed. The Wisconsin Rapids Board of Education approves this handbook. The various sections of this handbook are intended to comply with WRPS School Board policies, local, state, and federal laws. If any section of this document is found to be contrary to law or constitutional rights, it shall be revised.

NOTICE: STUDENT NON-DISCRIMINATION & ANTI HARASSMENT

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. The District will not deny any person admission to, participation in, or the benefits of any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws.

The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

The District encourages all students, as well as third parties, to promptly report incidents of discrimination or harassment to a teacher, administrator, supervisor, or other District employee or official so that the District may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall forward the complaint to the District's designated Compliance Officer without undue delay, but not later than two (2) business days. The District's designated Compliance Officer is the Director of Human Resources. Complaints should be submitted to:

Brian Oswall, WRPS Director of Human Resources
510 Peach Street
Wisconsin Rapids, WI 54494

To review Board Policy 411 concerning Student Non-Discrimination and Anti-Harassment, go to www.wrps.org and click on School Board Policy 411.

Summative Assessment Consequence

- 1st Offense
 - The student will receive a maximum of 59% on the retake or alternative task. For example, if the student scores 80% on the retake, the student will receive a 47% on the assessment.
 - A report and action will be made in the student's discipline file.
 - The student will serve a school consequence.
 - The student will be ineligible for the National Honor Society.
 - The student will be referred for a co-curricular code violation.
- 2nd and subsequent offenses during a high school career
 - The student shall receive a zero for the summative assessment.
 - A report and action will be made in the student's discipline file.
 - The student will serve a school consequence.
 - The student will be referred for a co-curricular code violation.

Sharing Documents:

Plagiarism is, regardless of intent, sharing one's work with another student without teacher permission.

1st Offense -

- The student will be required to meet with the administration.
- A report and action will be made in the student's discipline file.
- If the intent was to allow another student to copy work, the student will receive Academic Dishonesty.
 - The student will serve a school consequence.
 - The student will be ineligible for the National Honor Society.
 - The student will be referred for a co-curricular code violation.

2nd Offense -

- The student will receive Academic Dishonesty.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.
- The student will be ineligible for the National Honor Society.
- The student will be referred for a co-curricular code violation.

COLLEGE ENTRANCE REQUIREMENTS

Since each university and technical college has somewhat different entrance requirements, we ask that individual students visit the Student Services Department or College, Career, and Volunteer Center for information on what classes will best meet their needs.

CONCURRENT ENROLLMENT COURSES

LHS is partnering with UW-Stevens Point to offer concurrent enrollment course options. Successful completion of concurrent enrollment courses will result in students earning college credit on a UW-Stevens Point transcript. That credit is guaranteed transferable to any of the 13 UW four-year college campuses of the University of Wisconsin System. This college credit transfers to any other higher education institution that typically accepts UW credits, while at the same time fulfilling LHS requirements for graduation. This transcripted credit allows students to take challenging, college-level courses while still in high school.

DAILY SCHEDULE

	Normal School Day		Early Release Day	
1	7:30 AM	8:41 AM	7:30 AM	8:39 AM
RPT	8:50 AM	9:16 AM		
2	9:23 AM	10:34 AM	8:46 AM	9:58 AM
3A Lunch	10:36 AM	11:06 AM	10:00 AM	10:30 AM
3A Class	11:06 AM	12:17 PM	10:30 AM	11:48 AM
3B Class	10:41 AM	11:14 AM	10:05 AM	10:39 AM
3B Lunch	11:14 AM	11:44 AM	10:39 AM	11:09 AM
3B Class	11:44 AM	12:17 PM	11:09 AM	11:48 AM
3C Class	10:41 AM	11:52 AM	10:05 AM	11:23 AM
3C Lunch	11:52 AM	12:17 PM	11:23 AM	11:48 AM
4	12:24 PM	1:35 PM	11:55 AM	1:04 PM
5	1:42 PM	1:53 PM	1:11 PM	2:20 PM

DROPPING/ADDING CLASSES

When students and parents take the time to plan a schedule for the following year, they pass that information along to the LHS Student Services Department who, in turn, puts a great deal of effort into creating schedules to best meet the needs of our students. With this in mind, there will be very few schedule changes, if any. A student may request a schedule change in Student Services. This could be a drop or add. There needs to be a compelling reason for the change to take place. *Students will receive a "W" if a class is dropped/changed between days 4-7 of a term. After day 7, a student will receive an "F" grade for the course.* The final decision on all schedule changes will be made by the administration. Full procedures are available in Student Services.

DUAL ENROLLMENT COURSES

LHS is partnering with Mid-State Technical College to offer dual enrollment course options. Successful completion of dual enrollment courses will result in students earning technical college credit on a Mid-State transcript, while at the same time fulfilling LHS requirements for graduation.

EARLY COLLEGE CREDIT & START COLLEGE NOW

Please see your counselor early if you have questions about taking classes at either a technical or four-year college while you're in high school.

GRADUATION CREDIT REQUIREMENTS

English	4.0
Mathematics	3.0
Social Science	3.0
Science	3.0
Health	0.5
Physical Education	1.5
Financial Literacy	0.5
IT Fundamentals I	0.5
Electives	8.0
Total Credits:	24.0

HONORS BREAKFAST

Students who have achieved a cumulative grade point average (GPA) of 3.5 or above for the first two trimesters of this school year will be recognized at an Honors Breakfast in the Spring.

MAKE-UP PROCEDURES FOR EXCUSED ABSENCES

1. If a regular assignment is due on the same day an excused absence occurs, the student will be expected to turn in the assignment immediately upon returning to school. A student with an excused absence on the day the assignment is given will be allowed the number of days absent plus one to turn in their work without the risk of a late penalty. Summative Assessments are the exception, in which case the student is responsible for contacting the teacher and setting up an appointment upon his/her return to school. If a student is absent as unexcused, the teacher is not obligated to accept the student's formative assessment.
2. Teachers may set a deadline for long-term, major assignments. Regardless of whether a student is absent or present on the due date, students are expected to turn in such assignments on the date set by the teacher unless prior arrangements are made with the teacher.
3. Students who miss part of a day (school-sponsored meetings, athletic contests, field trips, etc.) are responsible for obtaining the assignments and/or preparing for quizzes or tests as assigned by the teacher and are held to the same timeline as if they had been present in class that day.
4. Students are responsible for securing all work missed for absences by contacting the individual teacher through email, phone, Canvas, or in person.

Just as there are social codes and behaviors which are acceptable at school, there are correct procedures and rules for the use of the WRDN resources. Student users and their parent(s)/guardian(s) will be provided information from Board Policy 365.1 and 365.1 Rule. This information will be distributed during orientation, registration, and verification sessions. Other students who have not completed it will receive it early in the school year, and new students receive a copy in their registration packet. Once completed, the consent remains in effect for the entire time the student is enrolled at LHS. It is an expectation for students to have knowledge of the policy and adhere to it regardless of whether they have signed the RUP form.

All students must abide by the procedures and regulations outlined in the 1:1 Chromebook handbook on the LHS website.

TRANSCRIPT REQUESTS

Transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365, eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Upon request, a nominal fee will be payable by credit or debit card. Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

EXPECTATIONS & DISCIPLINE

Any situation not specifically covered by the policies below will be dealt with on an individual basis and the penalty will be determined by the administration to fit the offense.

ATTENDANCE REGULATIONS

State Law under Articles 118.15, sub-sections 1-5 states: “Any person having under control a child who is between the ages of 6 and 18 years of age shall cause such a child to attend school regularly during the full period and hours.”

It is important for all LHS students to establish a positive attendance record. Absence from school, whether excused or unexcused, often has an adverse effect on a student’s academic progress. Learning takes place in many ways and places, and the best policy is to be in the right place at the right time. The learning atmosphere in a classroom is such that optimum conditions for education should result for the student. The exact situations, demonstrations, and activities can never be repeated for those pupils who miss a class. Each student should be in every class or study hall for which he/she is scheduled.

1. It is the responsibility of the student’s parent or guardian to report absences from school on a daily basis by calling (715) 424-6765 or on Skyward Family Access.
2. All absences should be called in prior to the student's absence. A phone call is made home nightly as a reminder that your student has an unresolved absence that needs to be cleared up within 48 hours.

TARDY POLICY

1. The student will get two "free" tardies per class period per Trimester.
2. If a student is tardy to class for the 3rd time, he/she serves detention. A student may lose privileges.
3. On the 7th tardy, the student will be assigned two detentions to be served within one week after the offense. If a student skips detentions, a Thursday school will be assigned.
4. If a student is tardy a 10th time, the student will be assigned two detentions, receive a truancy warning letter, and lose privileges for 15 school days.
5. If a student is tardy a 15th time, the student will receive a truancy citation and lose privileges for 15 school days.
6. A student is considered absent after arriving to class 7 minutes after the period has started.

BULLYING (Board Policy 411.5)

The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and on school buses, and at school-sponsored activities. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may or may not be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; transgender status; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet)
- Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. Any communication of this form that disrupts or prevents a safe and positive educational environment may be considered cyberbullying. Cyberbullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.

DETENTION/THURSDAY SCHOOL

The penalty for violating school rules and regulations involves the assignment of detention(s) at lunch or after school. Depending upon the circumstances, a student may be required to report to a specific teacher's room or to the detention room. Students must have an I.D. and bring school work to do during detention, or they will not be allowed to serve their detention that day.

All students who receive detention are required to serve it in a timely manner. Students will be given one week to make arrangements with their parents or employer relative to transportation or work schedules in order that the detention time may be served. Students who fail to serve detention according to the above rules will be assigned in-school suspension or Thursday school (3:00 - 5:00 p.m.). No teacher shall keep a pupil after 5:00 p.m. unless the parents have been notified.

DISCIPLINE OFFICERS

Mr. Sydorowicz: Grade 10, Grade 11 (Se-Z)

Mr. Thayer: Grade 12, Grade 11 (A-I)

Ms. Zywicki: Grade 9, Grade 11 (J-Sc)

DISCIPLINE PROCEDURES

The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since the students spend the greatest amount of time during the school day in the classroom, the classroom teacher must assume the primary responsibility for gaining the respect and cooperation of the students so that an effective learning environment may be maintained. All teachers must apply their Classroom Discipline Plan in a manner that is both fair and consistent. The Classroom Discipline Plan provides a set of clearly established and understood rules and consequences. Secondly, disciplinary problems that are beyond the scope of the classroom teacher's responsibility and are referred to the office, will be dealt with using the Administrative Discipline Plan. **Parents/guardians will be notified of student discipline situations by email unless they specifically request through the Discipline Officer that another form of communication be used.**

Expectations of Wisconsin Rapids Lincoln High School Students:

- Show respect for self, peers, authority, and the property of others.
- Demonstrate integrity through honesty, trustworthiness and loyalty.
- Appreciate cultural diversity and individual differences.
- Exhibit responsibility through promptness, attendance, dependability and dedication.
- Utilize appropriate social skills such as courtesy, cooperation, and appropriate language/dress.
- Develop citizenship skills through school & community involvement.
- Recognize the value of physical and mental wellness.

- Accessories that could be considered dangerous or could be used as a weapon.
- **Any item that obscures the face, ears, or head (except as a religious observance).**

5. Items That Must Be Stored In Lockers

- Coats,
- **Hats,**
- Blankets,
- Chains/**Spikes,**
- Electronic Devices (unless teacher approved), and
- Sunglasses.

6. Students may carry with them

- Chromebook/Chromebook Case
- Backpacks -- **Student backpack use in the classroom is at teacher discretion. Students are given a locker at the beginning of the year and are encouraged to use it.**

7. Dress Code Enforcement

Administration will use discretion to make decisions regarding the appropriateness of each student's dress and possible consequences for violations. Students will be required to change into appropriate clothing. This may include being sent home to change clothes. Repeated violations of the dress code rules will result in disciplinary actions. With staff, student, and parent support and the use of good sense in terms of appropriate attire selection for school, issues can be easily resolved and uncomfortable circumstances avoided.

DRUGS

A drug is any substance that alters perception or behavior reducing an individual's ability to function appropriately in the academic environment. Possession, solicitation, use, and/or transmission (selling, purchasing, and/or distributing) of any depressant, stimulant, hallucinogen, dissociative anesthetics, narcotic analgesic, inhalant, cannabis, or any other substance or any chemical or controlled substance prohibited under state or federal law, intoxicating beverages, any paraphernalia or items that can be used to consume, possess, or distribute such controlled substances or drugs or the unauthorized possession, use and/or transmission of prescription drugs is against school rules, WRPS Policy 443, and the law. Disciplinary action including, but not limited to, suspension (and possible referral for an expulsion hearing) and police referral shall follow for any student found in violation of these provisions. The police referral may include a citation, a referral to human services, or being placed under arrest, depending on age.

Students involved in dealing, distributing, possessing, selling, or supplying drugs or illicit substances or being impaired by drugs or illicit substances may be referred to the Board of Education for an expulsion hearing. Students may be suspended or expelled for grounds authorized under Section 120.13 of the Wisconsin Statutes which includes conduct either in or out of school which

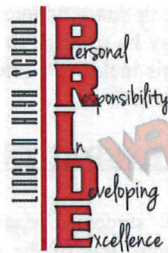
LOOKS AND ACTIONS

MINIMAL GUIDELINES HAVE BEEN ESTABLISHED AND ARE LISTED TO AVOID ANY MISUNDERSTANDING.

1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension **and possible expulsion.**
2. Hats, laser pointers, and nuisance items should be left in lockers and not brought into classrooms.
3. Overt student affection is inappropriate behavior in the building, on campus, or at school-sponsored activities.
4. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
5. Students involved in fighting, aggressive, threatening, or obscene behavior will be suspended from school and referred to the authorities for disorderly conduct citations, according to Wisconsin State Statutes Section 947.01 ~~and Board Policy 443.8.~~
6. Possession and use of pepper gas, mace, and similar materials on school grounds or at school activities may lead to suspension and possible referral to the School Board for expulsion.
7. Any student bringing a firearm or other weapons to school ~~will be suspended and referred for expulsion according to~~ **as outlined in Wisconsin State Statutes Section 948.605 and 948.61 will be suspended and referred for expulsion in accordance with Board Policy 443.8.**
8. Students are subject to discipline for off-campus conduct. Off-campus student conduct and speech for incidents that jeopardize the order, safety, and discipline of the school will result in disciplinary consequences.
9. **Locker Room and Restroom Privacy:** WRPS shall observe measures intended to protect the privacy rights of individuals using school locker rooms. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time. Please see Locker Room Guidelines for more information.
10. Hoverboards, segways and other personalized vehicles are not allowed on school property.

P.R.I.D.E.-PERSONAL RESPONSIBILITY IN DEVELOPING EXCELLENCE

You will see the PRIDE logo in many places; on posters and walls, in newsletters, on t-shirts & magnets. This logo represents what we will be talking about in class, in the halls, and in student organizations--character excellence. Behavior support will be available for those students who struggle with these expectations and a discipline action plan enforced. Students who are making wise behavioral choices will be recognized on a regular basis, as well. Our goal is to create and maintain a safe and effective learning environment ensuring that all students graduating from LHS possess the social



privileges including those of 18-year-olds.

CAFETERIA

All students must remain on campus during the school day, including the lunch hour, with the exception of those who have earned senior privileges or those who have been excused by the office. LHS has an automated meal system that encourages students to deposit money into an account and have the student I.D. scanned while in the lunch line.

During lunch, students are to eat in the cafeteria and not in hallways or outdoors without administrative approval. All eating areas should be kept neat and clean, trays are to be returned to the dishwashing counter, and waste materials put in proper receptacles. Students may be in outdoor areas immediately to the south of the school building or in the Commons. Students are not permitted to loiter in the parking lots or cars. Students who misbehave in the cafeteria or violate the procedures are subject to disciplinary action. Misuse of free or reduced lunch privileges may result in detention and repayments.

CO-CURRICULAR CODE (Abbreviated Summary)

All students planning to participate in any clubs, activities, and/or organizations must have a signed code on file in the office each school year prior to participating in the club, activity, and/or organization. Students signing a co-curricular code in September will be automatically covered for co-curricular activities. Refer to the Co-Curricular Code Handbook for all specifics. Please see the Athletic Director or administration with any questions.

DANCE RULES

- Unless specified differently, all tickets must be purchased in advance. In cases where tickets are sold at the door, they will be sold to LHS students with student ID's **ONLY**.
- All guests must be registered by a predetermined deadline so background checks can be completed. The administration reserves the right to deny guests the privilege to attend school dances.
- Students may register only one guest and must furnish the guest's grade, age, full name, and address. Guests may not be older than 20 years of age as of the date of the dance.
- No middle school students may attend. The LHS dances are senior high, 9-12 grade-specific events.
- LHS students must show their LHS student ID before being allowed admission into the dance. Guests must furnish a driver's license or other photo ID before being allowed admission.
- Students & guests must abide by LHS appropriate dress & activity codes. In addition, students may not wear sweats, jeans, pajamas, etc.
- All detentions/Thursday Schools must be served by the Thursday of the dance week.
- If a student or guest misbehaves at an LHS dance, fails to comply with LHS conduct policies for dances, or is found to be in violation of any school policy, both the LHS student and their guest will be asked to leave

of a District graduation ceremony. As participation in the actual graduation ceremony is a privilege rather than a right, a student must have completed all of the requirements in order to participate in the graduation ceremony.

1. Meet all the credit and class requirements. (Work must be completed and passing grades must be submitted the day prior to the practice.)
2. Participated in the entire graduation practice. The principal may waive this requirement for exceptional cases with sufficient reasons.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will abide by the rules for participation in the ceremony as established by the administration.
4. Have resolved/paid all fees and fines.
5. Attend at least 90% of the school/class periods in each and every term, not including excused absences.
6. Students who demonstrate recent, excessive, or severe misbehavior at school or who pose behavioral and supervisory concerns for the graduation ceremony will be restricted from participation.

HEALTH CENTER

The Student Health Center is located on the first floor east of the Student Services office. All students who become ill during the school day are to report there for care. Sick or injured students are not allowed to leave the building without permission from the school nurse or office staff and parent. Any student who leaves the campus without permission is subject to disciplinary action, including detention or suspension. The school nurse may perform physical assessments and identify students with health problems that impact educational performance. If you do not want your child to participate in these activities, you must notify the school principal in writing.

IDENTIFICATION CARDS

Identification cards must be carried at all times by students. I.D. cards are required for payment in food services, admission to school functions, admission to the Library Media Center and study hall, for dismissal privileges, and for detentions. Students who do not show their I.D. cards upon request will be referred to the office immediately for disciplinary action. Lost I.D.'s may be replaced in Student Services for a fee. Students may purchase a lanyard or ID retractable hip clip in the main office.

LAB/AG/TECH ED SAFETY

All students are required to wear safety glasses and follow all lab and safety rules while in lab settings and at worksites. Failure to obey regulations and rules may result in removal from class with an "F" grade administered.

LOCKERS

School Board Policy 445.1 states that student lockers are the property of Lincoln High School and are subject to inspection by school officials at any

restricted areas or not properly registered are subject to a school-issued parking fine. Unless otherwise permitted by the school administration, parked cars are to remain locked and unoccupied until the student is through for the day. Students are not to loiter in the parking lot.

- Permission for a student to bring a vehicle on school property shall be conditioned upon the consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others.
- Anyone in possession of another person's sticker will face suspension and a referral to the police for theft. Students found to be using a duplicated or otherwise fraudulent parking sticker are also subject to disciplinary consequences.

PRESCRIPTION & NONPRESCRIPTION MEDICATION**

For prescription medication at school, all the following conditions must be met:

- A physician's order must be on file in the school nurse's office. This order must be renewed each year.
- Written parental permission must be filed annually.
- All prescription medications shall be in a pharmacy labeled container with the student's name, date, drug name, dosage, how often to be taken, prescribing physician, and pharmacy name/phone number.
- Any medication identified as a controlled substance, such as medication for the treatment of ADD/ADHD, anxiety, or pain, must be delivered to the school office by a parent, guardian, or another responsible adult.
- Any change in prescription must be accompanied by a new prescription order.
- All prescription medicine must be kept in the school nurse's office.

For non-prescription medication at school:

- Misuse or sharing of over-the-counter medication will result in the loss of this privilege and disciplinary actions.
- Should you have any questions regarding the District school medication administration policy, please contact the school nurse.
- Small amounts of nonprescription medication may be kept in the student locker in an original container provided the above conditions are met.

**Parent permission must be updated annually through online verification.

P.R.I.D.E. SYSTEM

Seniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their lunch period and/or study hall. Sophomores and Juniors who qualify will, upon approval of parent and

counseling, testing, registration, career planning, awards programs, and financial aid preparation are among the many tasks that are performed in Student Services. Students are assigned a counselor by the beginning letter of their last name.

STUDENT SURVEYS

According to Board Policy 441, student surveys will not be distributed without parent/guardian notification and an opportunity to request that the student not participate. Requests to inspect a survey can be made to the building principal. Surveys may not be administered without administrator approval.

SUICIDE PREVENTION RESOURCES

If you are concerned about yourself or a friend, don't be afraid to ACT.

- **A**cknowledge that you are seeing signs of depression or suicide in someone.
- **C**are: Let them know you care and that you can help.
- **T**ell a trusted adult.

Resource Hotlines

- Wood County Mental Health Helpline: 715-421-2345
- The National Suicide Prevention Lifeline: Call 1-800-273-8255 to access free, 24/7, confidential support for people in distress, prevention, and crisis resources.
- HOPELINE: Text "HOPELINE" to 741741 or go to www.centerforsuicideawareness.org for 24/7 free trained crisis counselors.
- The Trevor Lifeline: A national organization focused on crisis and suicide prevention efforts among LGBTQ+ youth. (1-866-488-7386)

VIDEO SURVEILLANCE

A video surveillance system is used for the purpose of maintaining a safe and orderly educational environment, identifying disciplinary issues, minimizing theft, vandalism, bullying, and harassment, and for enforcing school policies and rules. Video recordings may become a part of a student's educational record. (Board Policy 731.2)

VISITOR POLICY

LHS does not allow high school age visitors to attend classes during the school day. LHS offers shadow request days for prospective students once per month. Requests are submitted online from our website.

VOLUNTEER PROGRAM

The Volunteer Program is available to all Lincoln High School students on a voluntary basis. No academic credit is given for participation in this program. Students who complete 100 hours or more of community service before graduation receive special recognition at graduation. Students are encouraged

MAPS OF LINCOLN



1st Floor North



2nd Floor



Wisconsin Rapids Area Middle School

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6740

<https://www.wrps.org/schools/wrams/index.cfm>

Welcome to WRAMS!

Our school provides a wide variety of academic and co-curricular opportunities especially for sixth, seventh, and eighth grade students. This handbook has been prepared to help students stay organized, to give parents and guardians information, and to provide access to policies and practices.

The staff and administration at WRAMS are dedicated to creating an environment conducive to meeting students' academic and social needs. We are looking forward to working with you and having a great school year!

Together, the students and staff at Wisconsin Rapids Area Middle School work to create a supportive, equitable, inclusive learning environment.

Tracy Ginter – Principal

Bill Oswald and Jamie Oliver- Associate Principals 6th and 7th Grade Regular Education

Jamie Oliver - Associate Principal Special Education and 8th Grade Regular Education

~~2021-2022~~ 2022-2023 Student Handbook - Cover Art By: ~~Aubrey Ortner~~

Name: _____	Grade: _____
Address: _____	Phone: _____
City: _____	Zip: _____
ID: _____	

BELL SCHEDULES



2022-2023 Schedule

6th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd Hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
Lunch	11:02-11:28
5th Hour	11:32-12:16
6th Hour	12:20-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:34

7th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd Hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
5th Hour	11:06-11:50
Lunch	11:50-12:16
6th hour	12:20-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:37

8th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
5th hour	11:06-11:50
6th Hour	11:54-12:38
Lunch	12:38-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:40



2022-2023 Early Release Schedule

6th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:36
2nd Hour	8:40-9:22
3rd hour	9:26-10:08
4th Hour	10:12-10:54
Lunch	10:54-11:20
5th Hour	11:24-12:06
6th Hour	12:10-12:52
7th Hour	12:56-1:36
8th Hour	1:40-2:20

7th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:36
2nd Hour	8:40-9:22
3rd hour	9:26-10:08
4th Hour	10:12-10:54
5th Hour	10:58-11:40
Lunch	11:40-12:06
6th hour	12:10-12:52
7th Hour	12:56-1:36
8th Hour	1:40-2:20

8th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:36
2nd hour	8:40-9:22
3rd hour	9:26-10:08
4th Hour	10:12-10:54
5th hour	10:58-11:40
6th Hour	11:44-12:26
Lunch	12:26-12:52
7th Hour	12:56-1:36
8th Hour	1:40-2:20

behavior coach who assist students with academic, career and social/emotional development. There is also a school resource officer available to students, staff, parents and guardians.

*Mr. Randy Chip	Counselor - 6th grade students	randy.chip@wrps.net
*Ms. Gretchen Niedbalski	Counselor - 7th/8th grade students A-K	gretchen.niedbalski@wrps.net
*Ms. Amanda Van De Hey	Counselor - 7th/8th grade students L-Z	amanda.vandehay@wrps.net
*Ms. Tessa Gruszynski	Social Worker	tessa.gruszynski@wrps.net
*Ms. Amanda Manzke	School Psychologist	amanda.manzke@wrps.net
*Ms. Sarah Arendt	Positive Behavior Coach	sarah.arendt@wrps.net
*Officer Dan Pelot	School Resource Officer	daniel.pelot@wrps.net

Pupil Non-Discrimination Statement

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. The District will not deny any person admission to, participation in, or the benefits of any curricular, extra-curricular, pupil services, recreational or other program or activity because of a person's gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws. Incidents of discrimination or harassment should be reported to a teacher, administrator, supervisor, or other District employee to be addressed or forwarded on to District Compliance Officer Brian Oswald.

The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

Special Statement Regarding Sex Discrimination Under Title IX

In compliance with the federal Title IX statutes and regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations, the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. Please refer to Board Policy 411.11 for additional information.

_____ **WRPS Title IX Coordinator**
_____ Brian Oswald, Director of Human Resources
_____ 510 Peach Street
_____ Wisconsin Rapids, WI 54494
_____ P: 715-424-6710

HEALTH SERVICES

All medication needs to be left with the school nurse. Prescription medications must be in a labeled pharmacy bottle along with the doctor's order. Over-the-counter medications such as ibuprofen and Tylenol shall only be given by the nurse or office staff and with parent permission noted in Skyward. This applies to cold and allergy medications as well. Any medication brought to school must be in its original, unopened container. The nurse or office staff will administer all medications. Also, the nurse may organize vision and hearing screenings, perform physical assessments and identify students with health problems that impact educational performance. Parents must notify the principal in writing if they do not want their child to participate in these activities.

FOOD SERVICES

- Some websites are disrespectful because they show people behaving inappropriately or illegally—or are racist, biased or unkind. Show your respect for others by avoiding these sites. (If you visit one by accident, close it and tell your teacher or an adult.)
- Show respect for others' privacy by not trying to get onto their devices or into their online files without invitation.

Respect Property

- Use reliable sites when looking for information and images online.
- Attempt to use media (images, video and music) that you've been given license or permission to reuse. (Without license or permission to reuse, be sure to cite all media appropriately.)
- Respect our district's technology devices. Act appropriately when using them, do not change settings or vandalize them, and report any damage that you find.
- Limit your printing to appropriate school use. Do not print for personal purposes.

Responsible Use and Care of a Chromebook

Understand and accept responsibility for the following:

- Care and use of any District Chromebook in my possession.
- Ensure the Chromebook is brought to school each day fully charged and ready for use.
- **Keep my Chromebook in its case at all times.**
- Respect and be responsible for the treatment of all Chromebooks used in the District.
- Act in a responsible manner while using the Chromebook (following directives in class).
- Seek immediate repair through the school if the Chromebook becomes damaged or is not working properly.

Be aware of the following:

A district issued Chromebook remains the property of the School District of Wisconsin Rapids and is subject to examination by District personnel upon request at any time. As property of the district all Chromebooks will be filtered and monitored for web content and browsing history on and off school premises by web content and filtering software.

CO-CURRICULAR CODE SUMMARY

All students planning to participate in a school club or activity must have a signed code on file prior to participating. Both students and parents must agree and adhere to the expectations outlined in WRPS' code. **This requirement is met by completing on-line verification prior to the start of the academic year.** Refer to the Co-Curricular Code Handbook, found on the WRAMS Athletics web page, for specific information. Questions can be directed to Tim Bean, WRAMS' Athletic Director.

ACADEMIC HONESTY

WRPS Policy #443.9 prohibits cheating. Cheating is defined as an act of deception by which a student misrepresents mastery on an academic exercise which, in fact, has not been mastered. Cheating, copying, plagiarizing, or forging in connection with academic endeavors will be subject to disciplinary action.

LOCKERS

WRPS Policy #5142.1 states that a student locker is provided by the school district for convenience in storing clothing and school-related materials. School lockers are the property of WRPS. At no time is exclusive control of the lockers relinquished. School authorities for any reason may conduct general inspections of lockers at any time, without notice, without student consent and without a search warrant.

Lockers shall be maintained and kept clean. Permission from an administrator must be obtained to change lockers. **LOCKERS ARE NOT TO BE SHARED.** The school is not responsible for lost items. It is recommended that valuables not be brought to school.

BEHAVIORAL STANDARDS



1. **Be Prepared**
2. **Be Prompt**
3. **Respect Self, Others, and Property**
4. **Use Appropriate Language**
5. **Follow Directions**

WRAMS provides an environment in which students can learn, feel safe and secure, and can seek help when it is needed. Sometimes students act inappropriately. These actions are divided into two categories: **minor** and **major**.

Minor infractions include such things as being late to class, not bringing materials, running in the halls, being loud in the halls, making inappropriate comments/gestures, throwing snowballs, kissing and other PDAs (Public Displays of Affection), as well as lunchroom problems such as running, not following directions and not cleaning up. These behaviors are handled primarily by the classroom teacher/supervisor who will discuss proper behaviors and work out plans for correcting the problem. Repeated minor infractions may result in administrative action such as lunch detention or in-school time out. **If a student is sent to in-house, a phone call home will be made by the staff member referring the student. While in in-house, the student will process through the referral with the goal of returning to class. If a student is still unable to meet behavior expectations after being sent to in-house, students may be referred to the in-school suspension room for a time specified by administration. Administration will call home to discuss this matter with the caregiver if a student is referred to the in-school suspension room.**

Major infractions include fighting, disrespect to staff and guest teachers, failure to follow directions, continuous disruption, swearing at others, intimidation, harassment, assault, drugs/alcohol/tobacco use/distribution/ possession, and bringing a weapon to school. As defined by Wisconsin State Statute 939.22 a “dangerous weapon” means any firearm, whether loaded or unloaded, any device designed as a weapon for producing bodily harm, any electric weapon or any other device or instrument which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm. Because of the serious nature of **major** infractions, the consequences may involve time spent after school, parent conferences, removal from class, in-school and out-of-school suspension, and in some cases, a police referral. Students who are given out-of-school suspensions may be prevented from participating in extra activities, including field trips. Students bringing weapons to school or selling drugs, look-alikes, or prescription medications will **automatically** be involved in expulsion proceedings.

Please note:

~~Energy drinks are prohibited in school.~~

~~Students may only drink water throughout the school day.~~

~~Transportation provided by the District is considered part of the school day. Inappropriate behavior on buses may result in disciplinary action at school as well as loss of transportation privileges.~~

ELECTRONIC DEVICES

Students may use cell phones and other electronic devices before and after school. Usage is prohibited during the school day including lunch. It is an expectation that phones be turned off and stored in lockers during the day. Mobile phones are not to be used in restrooms and locker rooms. Video recording in these areas is strictly prohibited. There are telephones available for use during the day, and messages are delivered between classes.

TOBACCO, ALCOHOL AND OTHER DRUGS

Smoking, chewing, or use of tobacco products and e-cigarettes is prohibited in the school building or on the school campus. It is illegal for anyone under the age of 18 to possess tobacco products, according to State Law Section 158.983(2)(c). Violators of this policy will be referred to law enforcement. Possession, solicitation, use and/or transmission of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, inhalant, toxic substance or any chemical or controlled substance prohibited under state or federal law, intoxicating beverages, any paraphernalia associated with such controlled substances or the unauthorized possession, use and/or transmission of prescription drugs in or on school property is against school rules, WRPS Policy 443, and the law.

BULLYING - District Policy [411.5](#)

ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws. Incidents of discrimination or harassment should be reported to a teacher, administrator, supervisor, or other District employee to be addressed or forwarded on to District Compliance Officer Brian Oswall.

The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

Special Statement Regarding Sex Discrimination Under Title IX

In compliance with the federal Title IX statutes and regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations, the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. Please refer to Board Policy 411.11 for additional information.

WRPS Title IX Coordinator

Brian Oswall, Director of Human Resources

510 Peach Street

Wisconsin Rapids, WI 54494

P: 715-424-6710

THE PASSES PAGE WILL BE REMOVED.

WRPS Elementary Agenda Planner

Attachment D

2022-2023 SCHOOL CALENDAR

September 1	First Day for Students
September 5	Labor Day – NO SCHOOL
September 30	Professional Development Day – NO SCHOOL
October 28	Professional Development Day – NO SCHOOL
November 24-25	Thanksgiving Break – NO SCHOOL
November 28	Record Keeping/Professional Development Day – NO SCHOOL
December 23-30	Winter Break – NO SCHOOL
January 2	Students Return
January 16	Professional Development Day – NO SCHOOL
March 3	Recordkeeping/Professional Development Day – NO SCHOOL
March 27-31	Spring Break – NO SCHOOL
April 7	Professional Development Day – NO SCHOOL
May 29	Memorial Day – NO SCHOOL
June 2	Last Day for Students (<u>Half-day</u>) <i>(Wisc. Rapids Area Middle School Dismissal – 12:00 p.m.)</i> <i>(Lincoln High School Dismissal – 12:20 p.m.)</i> <i>(Elementary Dismissal – 1:00 p.m.)</i>

Wisconsin Rapids Elementary School Phone Numbers

Grant Elementary	715-424-6766	THINK Academy	715-424-6784
Grove Elementary	715-424-6769	Washington Elementary	715-424-6788
Howe Elementary	715-424-6772	Woodside Elementary	715-424-6793
Mead Elementary	715-424-6777		

Attendance

School attendance is critical to the educational success of your child. Your child is expected to be in school every day unless he/she is ill or has other justifiable reasons for the absence. Therefore, we ask your understanding of and cooperation with attendance procedures. WRPS may terminate a pupil's open enrollment or boundary exception in the succeeding semester or school year if the student is habitually truant during either semester in the current school year.

State statute requires each school to report the frequency of and reasons for student absences. The truancy statute is not a district policy; it is state law. Under Wisconsin Statute 118.16(1)(a) and (c), a student is considered truant if school is in session and he/she is not in attendance without an acceptable excuse.

- A child is considered a habitual truant when absent or tardy without an acceptable excuse for part or all of 5 or more days on which school is held during a semester.
- "Part of a day" is defined by WRPS elementary buildings as:
 - Arrival after 10:00 AM is considered Absent AM, and is counted as a half-day absence.
 - Arrival after 2:00 PM, for afternoon sessions, is considered Absent PM, and is counted as a half-day absence.
 - Leaves before 10:00 AM is considered Absent AM, and is counted as a half-day absence.
 - Leaves before 2:00 PM is considered Absent PM, and is counted as a half-day absence.
- If a parent does not contact the school office personally, leave a voice message on the attendance line, create a note in Family Access via Skyward, or send a note to the school reporting a student absence, the student absence

- Clothing that is distracting from the learning process or which contains comments, pictures, slogans or designs that are obscene, profane, lewd or vulgar.
- Clothing which harasses or threatens an individual or group of individuals because of sex, race, color, religion, handicap, national origin, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws.
- Clothing which advertises or promotes alcoholic beverages, tobacco products or illegal drugs.
- Clothing which is revealing.

Winter Clothing

All children must wear appropriate winter clothing (mittens or gloves, boots, hats, coats, snow pants, etc.) to be allowed to play outside during recess.

Electronic Devices

Our district elementary schools encourage that all personal electronic devices, including but not limited to cell phones, smart watches and gaming systems, be left at home. Any cell phones at school **must** be turned off and kept in the student locker/backpack throughout the ENTIRE day. Specific technology tools, such as tablets, Chromebooks and iPads, may be provided for students by the District for learning activities. Our schools will not be responsible for lost, stolen, or damaged personal equipment while in a student's possession. If the items are discovered during the school day, they may be taken away and parents may be contacted.

Internet Policy

WRPS expects responsible and appropriate use of network services and technology. A parent must sign the Responsible Use Policy (RUP) and agree to the terms to permit a child to use the Internet, e-mail and other District network services. Students agree to be respectful, responsible and safe with technology as well as adhere to and learn about digital citizenship. (Board Policy 365.1)

Medication Policy

Parents are encouraged to administer medication at home. When that is not possible, medication will be administered at district elementary schools when the following requirements are met:

Prescription Medication

- The "*Physician/Dentist Orders for Administering Prescription Medication in School Form*" must be completed by the prescribing physician and parent and returned to school before any medication will be administered. **A new form must be signed annually.**
- Medication to be administered at school must be in a current, pharmacy-labeled bottle with the information on the bottle identifying the student, name of drug, dosage and physician's name. Prescription-labeled bottles can be obtained from your pharmacist upon request.
- Changes in dosage, medication, time of administration or discontinuing administration require a new *Physician/Dentist Order Form* to be completed.

Non-Prescription Medication

- Over-the-counter (OTC) medications will be administered upon parental consent via the annual online enrollment verification process.
- **All medication must be provided by the parent in an unopened, original, labeled container that indicates the ingredients and dosing information.**
- Elementary students are required to keep over-the-counter medication in the health office for administration by school personnel.

Learn more about Board Policy 453.4 concerning medication administration procedures on the District webpage under "School Board Policies."

religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws. Please review board Policy 411 for additional information. Incidents of discrimination or harassment should be reported to a teacher, administrator, supervisor, or other District employee to be addressed or forwarded on to District Compliance Officer Brian Oswall.

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Brian Oswall, Director of Human Resources
510 Peach Street, Wisc. Rapids, WI 54494
P: 715-424-6710
E: brian.oswall@wrps.net

Suicide Prevention Resources

If you are concerned about yourself or a friend, don't be afraid to ACT. • A cknowledge that you are seeing signs of depression or suicide in someone. • C are: Let them know you care and that you can help. • Tell a trusted adult. Resource Hotlines • Wood County Mental Health Helpline: 715-421-2345 • The National Suicide Prevention Lifeline: Call 1-800-273-8255 to access free, 24/7, confidential support for people in distress, prevention and crisis resources. • HOPELINE: Text "HOPELINE" to 741741 or go to www.centerforsuicideawareness.org for 24/7 free trained crisis counselors. • The Trevor Lifeline: A national organization focused on crisis and suicide prevention efforts among LGBTQ+ youth. (1-866-488-7386)

Telephone

The school telephone is a business phone. Only in the case of a necessity will children be permitted to use the phone. Parents are encouraged to assist their children in deciding after school plans before leaving for school in the morning.

Transportation

At the beginning of the school year, students will receive a copy of the District Bus Policy and Rules. Parents and students need to read these rules and review them periodically at home. Improper and unsafe behavior on the bus can result in a removal from bus ridership. Specific route information can be found in Skyward Family Access.

Video Surveillance

A video surveillance system is used for the purpose of maintaining a safe and orderly educational environment, for identifying disciplinary issues, for minimizing theft, vandalism, bullying and harassment, and for enforcing school policies and rules. Video recordings may become a part of a student's educational record. (Board Policy 731.2)

Visitors

All visitors must report to the office and sign in upon arrival at school. The District uses the Raptor Visitor Management System to build on the District's program of campus safety for students and faculty. The Raptor system will enhance our ability to track visitors, contractors, and volunteers in our schools. Upon entering our building ALL visitors will be asked to report directly to the school office and present a valid state-issued ID which will be scanned into the Raptor system and a sticker for the visitor will be printed. A sticker will be REQUIRED **for all visitors who will be moving beyond the school office.** The safety of our students and staff is our highest priority.

Web Site

The Wisconsin Rapids Public Schools provide an extensive Website for public use. Additional information regarding specific elementary schools may be found at www.wrps.org.





Wisconsin Rapids Public Schools Professional Development Plan 2021-2022

Wisconsin Rapids Public Schools Core Values/Collective Commitments

BECAUSE we believe ALL students can...

Achieve high levels of academic growth

Develop/maintain healthy social/emotional skills

THEN we believe that ALL....

Teachers and PLC Teams will:

Building Administrators will:

Central Office Administrators will:

- Collaborate in meaningful ways with colleagues on assessments, student progress, curriculum and instruction
- Set high expectations for ALL students
- Utilize equitable practices to create a culture of inclusivity and accountability

- Know instruction well and support teachers in their professional development
- Promote a learning agenda and set high expectations while implementing conditions for learning
- Instill a belief that each and every student is capable of high levels of learning

- Develop instructional leadership capacity
- Create conditions for learning
- Develop data and evidence-based practices throughout the district
- Develop equitable practices

**Professional Development Days Schedule - DRAFT
2022-23**

	Time	Responsibility
August 22 - 26, 2022 One Optional Day for Secondary	7:45 - 3:15	Secondary Working in Classrooms
August 25, 2022 Elementary	7:45 - 8:45	District Presentation
	9:00 - 12:00	District Grade Level Teams
	1:00 - 3:15	Building Grade Level Teams (in buildings)
August 29, 2022	7:45 - 10:00	District Welcome Back for Elementary and Secondary
	10:15 - 11:30	District Directed for Secondary - Elementary working in classrooms
	12:30 - 3:15	District / Content Area Teams for Secondary - Elementary working in classrooms
September 30, 2022	7:45 - 11:00	District - PLC 2.0 and Grade Level/Content Level Teams
	12:00 - 3:15	Building/PLC/Collaboration
November 28, 2022	7:45 - 11:00	Recordkeeping - Off Campus Option w/logging of 3.25 hours
	12:00 - 3:15	Building/PLC/Collaboration
January 16, 2023	7:45 - 11:00	Building
	12:00 - 3:15	Collaboration/PLC/Mentor/New Colleague Collaboration
March 3, 2023	7:45 - 11:00	District - TBD
	12:00-3:15	Recordkeeping - Off Campus Option w/logging of 3.25 hours
April 7, 2023	7:45 - 11:00	Building
	12:00 - 3:15	Collaboration/PLC
June 2, 2023	Afternoon	Recordkeeping
June 5, 2023	Full Day	Building Wrap Up / Check Out



Proposal

Design & Integration

Wisconsin Rapids Public School

A Technology Proposal created for: Lu Uno Installs

Andrew Becker, Account Executive

Darrick Knutson, Systems Engineer

Opportunity Number: 32040

Revision: N/A



Quote

#228998

Bluum of Minnesota, LLC
 1771 Energy Park Drive, Suite #100, St. Paul MN 55108
 1.612.331.5500 | 1.800.933.7337 | Fax 1.612.331.3424
 bluum.com |

04/19/2022

Bill To
 Accounts Payable
 Wisconsin Rapids Public Schools
 510 Peach Street
 Wisconsin Rapids WI 54494

Ship To
 Phil Bickelhaupt
 Grant Elementary
 8511 County Rd WW
 Wisconsin Rapids WI 54494

Memo:
 A - GRANT ELEMENTARY SCHOOL

Expires	Sales Rep	Contract	Terms
07/18/2022	542 Andy Becker	CESA	Net 30

Qty	Item	MFG	Price	Ext. Price
1	LU-UNO-2 UNO turn-key system for: One interactive video wall, light and sound system Gen 2 Includes: • 1 year of parts warranty • 1 starter kit of activity balls • 4 new games, for free, per year Shipping: Tailgate, inside delivery		\$20,385.00	\$20,385.00
1	Cables, Connectors and Hardware Custom Package of Cables, Connectors and Hardware. Mounting Hardware Includes (2) Chief I-Beam Adapters and (2) Chief 12" - 18" Adjustable Extension Columns		\$2,316.71	\$2,316.71
1	TBILIFT1 2 person drivable lift with 19' working height, 24 hour rental		\$534.00	\$534.00
1	LU-PLUS 1 Year Subscription to LU+ (12 new activities/year)	LU Interactive	\$1,500.00	\$1,500.00
1	Services - Integration Integration and Installation Services (Non-Union, Non Prevailing Wage; Normal Business Hours). Union and/or Prevailing Wage rate requirement will result in a change order to the client. Installation pricing for this proposal assumes that all rooms/quotes will be signed off on and installed at the same time. If one or more of the rooms/quotes in this proposal are not approved, existing quotes will need to be revised to reflect those changes and additional charges may apply.		\$5,142.93	\$5,142.93





Quote

#228999

Bluum of Minnesota, LLC
1771 Energy Park Drive, Suite #100, St. Paul MN 55108
1.612.331.5500 | 1.800.933.7337 | Fax 1.612.331.3424
bluum.com |

04/19/2022

Bill To
Accounts Payable
Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids WI 54494

Ship To
Phil Bickelhaupt
Grove Elementary School
471 Grove Ave.
Wisconsin Rapids WI

Memo:
B - Grove Elementary School

Expires	Sales Rep	Contract	Terms
07/18/2022	542 Andy Becker	CESA	Net 30

Qty	Item	MFG	Price	Ext. Price
1	LU-UNO-2 UNO turn-key system for: One interactive video wall, light and sound system Gen 2 Includes: • 1 year of parts warranty • 1 starter kit of activity balls • 4 new games, for free, per year Shipping: Tailgate, inside delivery		\$20,385.00	\$20,385.00
1	Cables, Connectors and Hardware Custom Package of Cables, Connectors and Hardware. Mounting Hardware Includes (2) Chief I-Beam Adapters and (2) Chief 12" - 18" Adjustable Extension Columns		\$2,316.71	\$2,316.71
1	TBILIFT1 2 person drivable lift with 19' working height, 24 hour rental		\$534.00	\$534.00
1	LU-PLUS 1 Year Subscription to LU+ (12 new activities/year)	LU Interactive	\$1,500.00	\$1,500.00
1	Services - Integration Integration and Installation Services (Non-Union, Non Prevailing Wage; Normal Business Hours). Union and/or Prevailing Wage rate requirement will result in a change order to the client.		\$5,142.93	\$5,142.93



228999



Quote

#229001

Bluum of Minnesota, LLC
 1771 Energy Park Drive, Suite #100, St. Paul MN 55108
 1.612.331.5500 | 1.800.933.7337 | Fax 1.612.331.3424
 bluum.com |

04/19/2022

Bill To
 Accounts Payable
 Wisconsin Rapids Public Schools
 510 Peach Street
 Wisconsin Rapids WI 54494

Ship To
 Phil Bickelhaupt
 Howe Elementary School
 221 8th St N.
 Wisconsin Rapids WI 54494

Memo:
 C - Howe Elementary School

Expires	Sales Rep	Contract	Terms
07/18/2022	542 Andy Becker	CESA	Net 30

Qty	Item	MFG	Price	Ext. Price
1	LU-UNO-2 UNO turn-key system for: One interactive video wall, light and sound system Gen 2 Includes: • 1 year of parts warranty • 1 starter kit of activity balls • 4 new games, for free, per year Shipping: Tailgate, inside delivery		\$20,385.00	\$20,385.00
1	Cables, Connectors and Hardware Custom Package of Cables, Connectors and Hardware. Mounting Hardware Includes (2) Chief I-Beam Adapters and (2) Chief 12" - 18" Adjustable Extension Columns		\$2,316.71	\$2,316.71
1	TBILIFT1 2 person drivable lift with 19' working height, 24 hour rental		\$534.00	\$534.00
1	LU-PLUS 1 Year Subscription to LU+ (12 new activities/year)	LU Interactive	\$1,500.00	\$1,500.00
1	Services - Integration Integration and Installation Services (Non-Union, Non Prevailing Wage; Normal Business Hours). Union and/or Prevailing Wage rate requirement will result in a change order to the client.		\$5,142.93	\$5,142.93



229001



Quote

#229002

Bluum of Minnesota, LLC
 1771 Energy Park Drive, Suite #100, St. Paul MN 55108
 1.612.331.5500 | 1.800.933.7337 | Fax 1.612.331.3424
 bluum.com |

04/19/2022

Bill To
 Accounts Payable
 Wisconsin Rapids Public Schools
 510 Peach Street
 Wisconsin Rapids WI 54494

Ship To
 Phil Bickelhaupt
 Mead Elementary School
 241 17th Ave. S.
 Wisconsin Rapids WI 54495

Memo:
 D - Mead Elementary Schools

Expires	Sales Rep	Contract	Terms
07/18/2022	542 Andy Becker	CESA	Net 30

Qty	Item	MFG	Price	Ext. Price
1	LU-UNO-2 UNO turn-key system for: One interactive video wall, light and sound system Gen 2 Includes: • 1 year of parts warranty • 1 starter kit of activity balls • 4 new games, for free, per year Shipping: Tailgate, inside delivery		\$20,385.00	\$20,385.00
1	Cables, Connectors and Hardware Custom Package of Cables, Connectors and Hardware. Mounting Hardware Includes (2) Chief I-Beam Adapters and (2) Chief 12" - 18" Adjustable Extension Columns		\$2,316.71	\$2,316.71
1	TBILIFT1 2 person drivable lift with 19' working height, 24 hour rental		\$534.00	\$534.00
1	LU-PLUS 1 Year Subscription to LU+ (12 new activities/year)	LU Interactive	\$1,500.00	\$1,500.00
1	Services - Integration Integration and Installation Services (Non-Union, Non Prevailing Wage; Normal Business Hours). Union and/or Prevailing Wage rate requirement will result in a change order to the client.		\$5,142.93	\$5,142.93



229002



Quote

#229004

Bluum of Minnesota, LLC
1771 Energy Park Drive, Suite #100, St. Paul MN 55108
1.612.331.5500 | 1.800.933.7337 | Fax 1.612.331.3424
bluum.com |

04/19/2022

Bill To

Accounts Payable
Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids WI 54494

Ship To

Phil Bickelhaupt
Woodside Elementary School
611 2 Mile Ave.
Wisconsin Rapids WI 54494

Memo:

E - Woodside Elementary School

Expires	Sales Rep	Contract	Terms
07/18/2022	542 Andy Becker	CESA	Net 30

Qty	Item	MFG	Price	Ext. Price
1	LU-UNO-2 UNO turn-key system for: One interactive video wall, light and sound system Gen 2 Includes: • 1 year of parts warranty • 1 starter kit of activity balls • 4 new games, for free, per year Shipping: Tailgate, inside delivery		\$20,385.00	\$20,385.00
1	Cables, Connectors and Hardware Custom Package of Cables, Connectors and Hardware. Mounting Hardware Includes (2) Chief I-Beam Adapters and (2) Chief 12" - 18" Adjustable Extension Columns		\$2,316.71	\$2,316.71
1	TBILIFT1 2 person drivable lift with 19' working height, 24 hour rental		\$534.00	\$534.00
1	LU-PLUS 1 Year Subscription to LU+ (12 new activities/year)	LU Interactive	\$1,500.00	\$1,500.00
1	Services - Integration Integration and Installation Services (Non-Union, Non Prevailing Wage; Normal Business Hours). Union and/or Prevailing Wage rate requirement will result in a change order to the client.		\$5,142.93	\$5,142.93



229004



Quote

#229011

Bluum of Minnesota, LLC
1771 Energy Park Drive, Suite #100, St. Paul MN 55108
1.612.331.5500 | 1.800.933.7337 | Fax 1.612.331.3424
bluum.com |

04/19/2022

Bill To
Accounts Payable
Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids WI 54494

Ship To
Phil Bickelhaupt
Wisconsin Rapids Public School
510 Peach Street
Wisconsin Rapids WI 54494

Memo:
Lü UNO / PD SERVICE / 1

Expires	Sales Rep	Contract	Terms
07/18/2022	542 Andy Becker	CESA	Net 30

Qty	Item	MFG	Price	Ext. Price
1	PD-Lu-6hr-Onsite Six hours of on-site professional development (up to 20 attendees) Session goals may include, but are not limited to: • Introduce you to the Lu Interactive Playground hardware, curriculum and applications • Introduce the power and purpose of the Lu Interactive Playground in various content areas • Investigate teaching and learning strategies enhanced via the Lu Interactive Playground		\$1,799.00	\$1,799.00

Subtotal	\$1,799.00
Tax (0%)	\$0.00
Shipping Cost	\$0.00
Total	\$1,799.00

To accept this quotation, sign here : _____

If accepting this quote via purchase order please reference this quote number on your PO. To order via credit card please contact customer service at 612-331-5500.
 This document is subject to the terms and conditions found here: <https://www.bluum.com/terms-conditions>
 Pricing Adjustments as it Relates to Tariffs: If/When international tariff changes impact any product(s) included in this quote, Bluum reserves the right to adjust or cancel this quote.
 Please inspect product upon delivery. All claims for defective merchandise or errors in shipping must be made within five days after receipt of goods.
 Clients using their own carriers will be responsible for filing their own freight claims if product is damaged in transit.
 Returns require an authorization number and must be made within 30 days.
 Custom orders and "Consumables", such as projector lamps, may not be returned.
 Returns are subject to restocking fees with the exception of out of box failures and replacements under warranty.
 Restocking fees varying depending on the product line, expect a minimum charge of 25%.

Bluum of Minnesota, LLC was formerly known as Tierney Brothers, LLC. Please update your records with the updated name and contact information presented on this form.

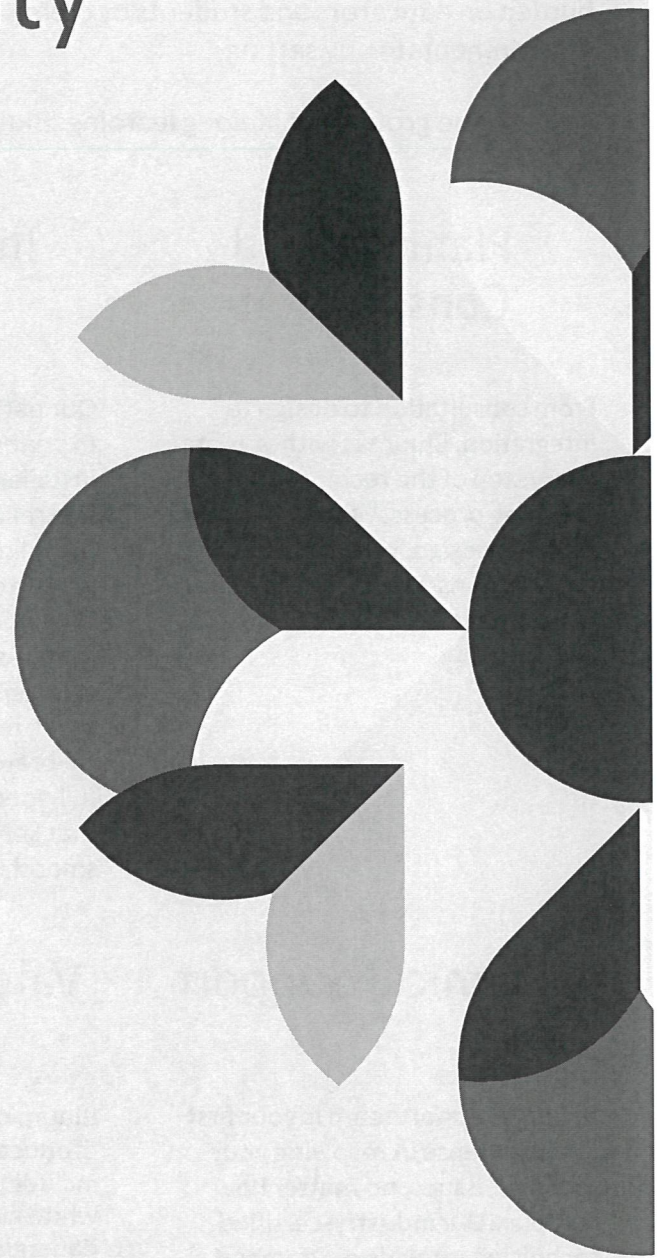


Cultivate Possibility

With the hyper-accelerated transition to technology-enabled learning, schools are seeking deeper partnerships with solutions providers that can deliver more than just product.

Bluum knows that transformative technologies in the right hands can help foster active learning and collaboration. Our solutions are designed to empower educators, not replace them. We make it easier for them to create individualized lesson plans and learning experiences that foster a sense of inclusivity and boost the learning capabilities of all students, regardless of age or ability.

The act of 'blooming' signals a moment of transformation when the right people, knowledge and resources come together to create something greater than the sum of its parts. We help districts and schools like yours cultivate possibility, so you can bloom where you are planted.



Our Mission

To improve learning and make it more accessible.

bluum.com

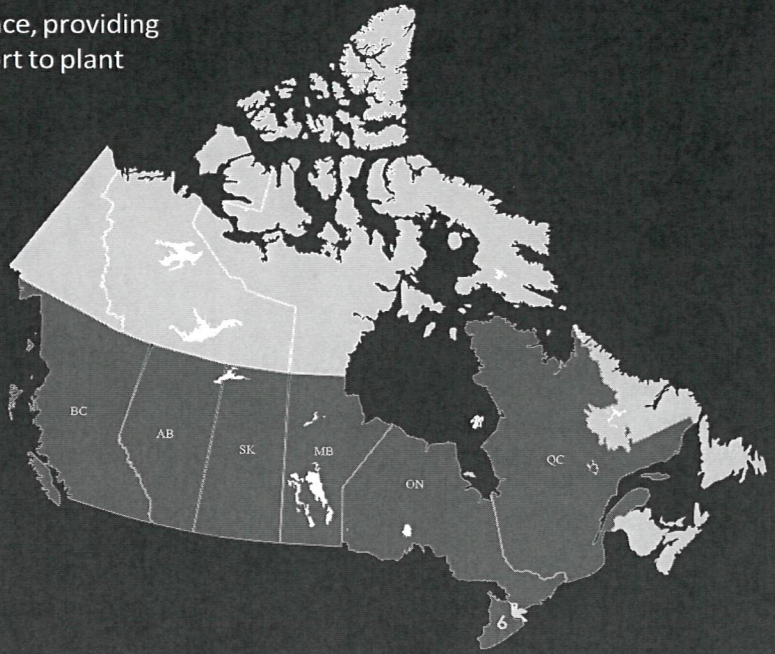


ABOUT US



The world moves fast. With Bluum, it's easy to set the pace.

We're by your side from consultation through maintenance, providing the resources, guidance, information, training and support to plant confidence in every educator and every classroom.



1. Phoenix, AZ
2. San Antonio, TX

4. Dallas, TX
5. St. Paul, MN
6. Markham, ON (CAN)

7. Los Angeles, CA
8. Madison, WI

BY THE NUMBERS

780+

on
Team Bluum

40+

Years in
Business

3x

Revenue Growth
Since 2019

7.0M+

Products Sold
Annually

50

State
Coverage

**10
K**

HONORS & INDUSTRY RECOGNITION



AVIXA Certification
AV Provider of Excellence



No. 50 on Solutions
Provider 500 List (2021)
CRN Magazine



INC. 5000 Honoree – Fastest
Growing Company (2021)
Inc. Magazine



Fastest Growing
Company (2021) Phoenix
Business Journal



No. 10 Systems Integrator (2021)
Top 50 Systems Integrators List
Systems Contractor News



WINNER – Fast 50 Award
(2018)
Twin Cities Business Journal



No. 56 on Fast Growth 150 List
(2021)
CRN Magazine

WINNER – Best AV Company
(2016, 2017)
TCB Magazine



Central WI Schools Recruitment Promotion 2022

Local School: A Great Place to Work



Attachment H

The Concept:

Schools, like all industry, are finding it hard to fill all of their positions. That is why WSAW wants to partner with local school districts to promote why schools are such a great place to work. Commercial spots will be produced to feature jobs such as janitorial and maintenance, kitchen workers, teacher's aids, and substitute teachers to name a few. Also, the first 10 schools that commit to the sponsorship, will be part of the production at your school and we'll include your employee(s) testimonials.

WSAW will include a landing page on WSAW.com featuring all schools that are part of the promotion with a link to your web site job postings. A tile ad will be featured on WSAW.com where viewers will click to find out more about the school districts and the jobs they have open.

Your Sponsorship Benefits:

- You will be part of a proactive campaign to encourage people to consider working for school districts.
- Your school will be featured in the commercials if you are one of the first 10 to commit.
- You will define the benefits of working for a school district and ultimately fill open jobs.
- You will communicate with passive candidates – people who aren't looking for a new job.
- Mental Health on-air PSA provided by WSAW throughout campaign
 - Focusing on importance of Mental Health initiatives in schools
 - Includes recognition for each participating school district

The Campaign Components:

1. Broadcast TV Campaign of testimonial style commercials that show school's work culture and recruitment needs

- Multiple :30 commercials to use on TV and each school can also use these commercials on their websites and Facebook pages.
- Logo ID on "Schools are a Great Place to Work" commercials sending viewers to the tile ad listed on the WSAW.com home page.
- A click-thru link from the "Schools are a Great Place to Work" WSAW.com landing page to website's employment page.
- To run on all 5 Stations (WSAW, WZAW, ESAW, JSAW, & WYOW)
- Schedule targeting specific demographic group (i.e. A18-49)

2. Opening Ad – WSAW News App

- Your school's ad will be featured full screen as the WSAW News app opens for users

Contact us for more information or if you have questions:

Beth Seubert
Account Executive
bseubert@wsaw.com
715-302-5258

Gunnar Tessmer
Account Executive
gtessmer@wsaw.com
715-690-1956



Central WI Schools Recruitment Promotion 2022

Local School: A Great Place to Work

School District Name: _____

School Contact: _____

Phone Number: _____

Email: _____

Shoot Date & Time: _____

- We can shoot at 1 or 2 school locations on the same day.
- It will likely take 3-4 hours of shooting.
- We will shoot 3 employees of your choice at your District (maintenance, kitchen staff, teacher's aids and/or substitute teachers). We'll do an interview style shoot and would also like footage of them working.
- We can shoot one student to talk highly of current staff.
- We would also like to tape a person regarding mental health (School Counselor, Administrator, and Principal).

Location #1 Address	Location #2 Address
Employee # 1 Name & Position:	
Employee #2 Name & Position:	
Employee # 3 Name & Position:	
Student Name & Position:	
Mental Health Interview Name & Position:	

Contact us for more information or if you have questions:

Beth Seubert
 Account Executive
bseubert@wsaw.com
 715-302-5258

Gunnar Tessmer
 Account Executive
gtessmer@wsaw.com
 715-690-1956



Small School Plan

(Total District Enrollment – 1,000 or less)

\$1,000/month for 6 months

- All Sponsorship Benefits
- Sponsor Logo on WSAW.com with click-thru link
- Logo/Identification on Commercial Series
- Employee Testimonial filmed at Your School
 - (If, 1 of first 10 to commit)
- Broadcast TV Schedule on all 5 stations
- Logo/ ID on Mental Health PSA
- Opening Ad on WSAW News App (1 Day/ Month)



Medium/Large School Plan

(Total District Enrollment – 1,001 or more)

\$2,000/month for 6 months

- All Sponsorship Benefits
- Sponsor Logo on WSAW.com with click-thru link
- Logo/Identification on Commercial Series
- Employee Testimonial filmed at Your School
 - (If, 1 of first 10 to commit)

- Broadcast TV Schedule on all 5 stations
- Logo/ ID on Mental Health PSA
- Opening Ad on WSAW News App (2 Days / Month)

- Large School Bonus:
 - A Streaming Television schedule (OTT)
 - Targeting viewers by age, geography, education, and other behaviors
 - 25,000 impressions / month (150,000 total impressions)

School District Participating

Signature

Date

All advertising, production services, consulting services, and digital management services sold or offered by Gray Television Group, Inc. ("Gray") are subject to Gray's Standard Terms and Conditions available at www.gray.tv/advertising.