

## New York State Student Learning Objective: **Physical Education 12<sup>th</sup> Grade**

All SLOs MUST include the following basic components:

<b>Population</b>	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>60 students, heterogeneously grouped, 2 classes</p>
<b>Learning Content</b>	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <ul style="list-style-type: none"> <li>• recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability</li> <li>• recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community</li> <li>• identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers</li> </ul> <p>Students will understand and be able to manage their personal and community resources. Students will be able to recognize the benefits of participating in physical activities with others in their surrounding areas. Whether the community member is skilled at certain activities, they understand the importance of physical activity throughout their lifetime. Students will also be able to identify a variety of career opportunities associated with sports and fitness.</p>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012-2013 school year</p>
<b>Evidence</b>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline Assessment: Students will be assessed at the completion of their eleventh grade year. The assessment will be a local exam that is created to allow students the opportunity to express their knowledge and understanding of outside resources that are in their community. The assessment will also ask the students to display their knowledge of the various sport and fitness related careers and opportunities</p> <p>Summative Assessment: At the completion of their 12th grade year, students will create a presentation/report that will discuss one type of career opportunity in a sport/fitness related field and identify one community resource. This will be scored with the district-wide rubric.</p>

<p><b>Baseline</b></p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>11<sup>th</sup> grade students scored the following on the assessment at the end of their school year.</p> <p>75-100 % - 25 students</p> <p>50-75 % - 15 students</p> <p>Below 50% - 20 students</p>																			
<p><b>Target(s)</b></p>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>80% of students will score a 3 or a 4 on the district-wide rubric.</p>																			
<p><b>HEDI Scoring</b></p>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>See ranges below, based on baseline data and district history.</p>																			
	<p><b>HIGHLY EFFECTIVE</b></p>			<p><b>EFFECTIVE</b></p>									<p><b>DEVELOPING</b></p>					<p><b>INEFFECTIVE</b></p>		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1
98-100%	94-97%	90-93%	88-89%	86-87%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	67-69%	62-66%	58-62%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	<30%
<p><b>Rationale</b></p>	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>It is extremely important to give all students the understanding of how they will be able to use their community resources to keep them healthy for a lifetime. It was also important to let students know and learn about the many opportunities there are within the sport/fitness field for a career. There are too many diseases that are brought on by the lack of inactivity. It is our job as physical educators to portray the importance of getting and staying physically fit to enjoy a healthy and productive life.</p>																			