



# **STANDARDS-BASED INSTRUCTIONAL DESIGN**

**COURSE WORKBOOK**

**Course Title****STANDARDS-BASED INSTRUCTIONAL DESIGN  
IN PHYSICAL EDUCATION****Instructor****JOEY FEITH****Publication Year****2018****Disclaimer**

This workbook was designed to help compliment your learning.

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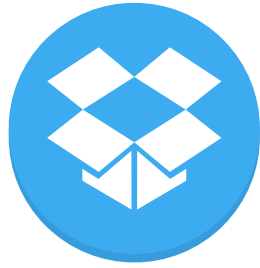
[ThePhysicalEducator.com!](http://ThePhysicalEducator.com)

**Printing Tips**

In order to help maximize work space, I annoyingly designed this workbook to be printed on legal-sized paper. I know it can be pain to print, but I figured you'd want as much space as possible to practice your new skills! Happy Learning!

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# UNPACK

GRADE-LEVEL OUTCOMES

Try unpacking the grade-level outcome on the right into content blocks (using the CUBE method from the course). Remember that not all elements of CUBE will be present in every grade-level outcome. Once you have your content blocks, bust out your creativity and try breaking each block down into the smallest possible learning pieces. These learning pieces will be essential once it is time to determine your evidence of learning!



## CUBE Method



Circle the action statement



Underline any content



Box the learning context



Examine any clarifications

GRADE-LEVEL  
OUTCOME

**Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball).**

S1.E22.4

[shapeamerica.org/standards/pe](http://shapeamerica.org/standards/pe)

CONTENT  
BLOCK(S)

LEARNING  
PIECES



# DETERMINE

EVIDENCE OF LEARNING

It's time to practice determining the evidence of learning based on unpacked learning pieces! Remember that learning is made evident through the demonstration of behaviours that were not previously observed. That said, take a moment to look at the unpacked learning pieces I came up with from unpacking the grade-level outcome below. For each identified learning piece, write out what could be the new behaviour a student would demonstrate once learning has taken place. Try to use "I can" statements when possible!

**Distinguishes between health-related and skill-related fitness.**

S3.M7.7

[shapeamerica.org/standards/pe](https://shapeamerica.org/standards/pe)

## LEARNING PIECES

**Defines health-related fitness.**

S3.M7.7

Learning Piece

**Identifies the health-related components of fitness.**

S3.M7.7

Learning Piece

**Defines skill-related fitness.**

S3.M7.7

Learning Piece

**Identifies the skill-related components of fitness.**

S3.M7.7

Learning Piece

## EVIDENCE OF LEARNING (BEHAVIOURS)



# DETERMINE

## EVIDENCE OF LEARNING

Based on the work you completed on page three, try creating a Learning Roadmap. Start with the “Got It!” level by using the evidence of learning that you identified. From there, work backwards by determining the “Getting There!” level (i.e. what steps would come right before “Got It!”?) and then the “Not Yet!” level (i.e. what would be the starting point for an absolute beginner). Finally, determine the “Wow!” level by deciding what observable behaviours would go above and beyond your expectations.

Remember that Learning Roadmaps help guide your planning, instruction, feedback, assessment as well as your student’s goal-setting! Take your time and go deep!



# LEARNING ROADMAP

**I CAN DISTINGUISH SKILL-RELATED FITNESS FROM HEALTH-RELATED FITNESS**

NOT YET!	GETTING THERE!	GOT IT!	WOW!



# SELECT

ASSESSMENT TOOLS

With the evidence of learning now identified, it's time to design assessment tools to help capture those new behaviours!

I've unpacked the grade-level outcome below and identified the evidence of learning for you. Looking at those new behaviours, try to come up with an assessment tool idea to capture each one.

Take into consideration the idea that assessment should inform the student and teacher as to where the student is trying to go in their learning, where they currently are, and how they can close the gap.

**Creates a practice plan to improve performance for a self-selected skill.**

S2.H3.L1

[shapeamerica.org/standards/pe](https://shapeamerica.org/standards/pe)

## NEW BEHAVIOUR

I can break a self-selected skill down into its critical elements.

S2.H3.L1

Evidence of Learning

I can design a practice activity that focuses on a skill's critical elements.

S2.H3.L1

Evidence of Learning

I can create a safe, three-part practice plan that focuses on skill development.

S2.H3.L1

Evidence of Learning



## ASSESSMENT TOOLS



# DESIGN

## INSTRUCTIONAL ACTIVITIES

Now it is time to start designing the instructional activities that will help your students learn! Below I've provided you with a learning piece along with the corresponding evidence of learning that I've identified. With these two pieces of information, use the areas on the right to a) design a challenging situation that would require students to apply the new learning in order to experience success, and b) design a learning activity (e.g. game) in which the challenging situation you designed would present itself to students.

### 🎯 LEARNING PIECE

**Dribbles a ball with the feet in general space while in control of the ball.**  
S1.E18.2 Learning Piece

### ✅ EVIDENCE OF LEARNING (NEW BEHAVIOUR)

**I can dribble a ball with my feet while moving in general space and while staying in control of the ball.**  
S1.E18.2 Evidence of Learning

### ⚠️ CHALLENGE (THAT PROMOTES THE APPLICATION OF LEARNING)

### ▶️ LEARNING ACTIVITY (THAT PRESENTS STUDENTS WITH CHALLENGE)








# DESIGN

INSTRUCTIONAL ACTIVITIES

- 
- 
- 
- 
- 
- 
- 

Using the instructional activity you designed on page six, let's try to see how the activity can be modified to meet the needs of different students. For each activity element, look at the desired modification outcome and then try to see how that element could be modified to achieve the desired outcome.

✓ ACTIVITY ELEMENT	✎ MODIFICATION	🎯 DESIRED MODIFICATION OUTCOME
 <b>Playing Area</b>		Decreases the amount of changes of directions students must make in order to stay in control of the ball.
 <b>Number of Players</b>		Increases the amount of time each student spends dribbling with their feet during the activity.
 <b>Available Equipment</b>		Increases the amount of touches students must make with the ball in order to stay in control of it.
 <b>Activity Duration</b>		Increases the speed at which students must dribble the ball with their feet in order to experience success.
 <b>Secondary Rules</b>		Allows specific players to experience a modified version of success in the game.








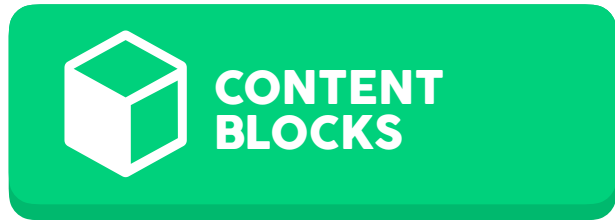


# SEQUENCE

## LESSONS AND LEARNING

Below you will find a scope for an example unit that I designed. each column represents a lesson's content. Being mindful of the importance of recall and transfer in learning, determine the lesson sequence you would use to maximize learning in this unit. Write numbers 1-4 in the white circles the "Lesson" file to mark your decision.

	LESSON <input type="radio"/>	LESSON <input type="radio"/>	LESSON <input type="radio"/>	LESSON <input type="radio"/>
	Lists and describes the dimensions of health.	Identifies benefits of regular physical activity.	Understands the relationship between physical activity and physical health.	Describes the "mind-body" relationship.
	I can explain what health is and make reference to its different dimensions.	I can explain the different ways in which regular physical activity affects my life.	I understand the different ways physical activity affects my physical health.	I know how the physical dimension of health affect the other dimensions of health.
	"Dimensions of Health" Mind Map	"Listing the Benefits of Physical Activity" Exit Card	"Active Bodies Healthy Bodies" Reflection Sheet	"Mind-Body" Video Story Reflection
	"Dimensions of Health" Amazing Race	"Benefits of Physical Activity" Active Codebreaker Game	Physical Activity Jamboree (with heart rate monitors)	Yoga Studio Visit (Off-Campus)



 UNPACKED LEARNING PIECES

 EVIDENCE OF LEARNING (BEHAVIOURS)



 **EVIDENCE OF LEARNING (BEHAVIOURS)**

 **ASSESSMENT TOOLS**






 **EVIDENCE OF LEARNING**

 **CHALLENGE**

 **LEARNING ACTIVITY**



	LESSON 	LESSON 	LESSON 	LESSON 
 Learning Piece				
 Evidence Of Learning				
 Assessment Tool				
 Instructional Activity				

**#physedU**