

Grade	National Standard and Grade-level Outcome(s)	Wisconsin Academic Standard	How can we apply the WAS in our teaching practices?	
K	S3.E1.K Identifies active play opportunities outside of physical education class	RI.K.1 With prompting and support, ask and answer questions about key details in a text	Objective: Students will identify active play opportunities outside of physical education class.	Notes
			Lesson Application: During station work, students read The Busy Body Book: A Kid's Guide to Fitness (Rockwell, 2004). This is a story about physical activity that includes pictures of a variety of activities. Students are asked to identify the types of activities they can participate in outside of school, using details from the text.	
1	S3.E1.1 Discusses benefits of being active and exercising/playing	RI.1.7 Use the illustrations and details in a text to describe its key ideas	Objective: Students will describe the benefits of being active.	Notes
Lesson Application: Students read Feeling Fit, That's It! (Nelson, 1995). During the warm-up, students summarize the main ideas of the text with their peers using a cooperative learning structure called mix-pair-share. During this structure, students move around the gym using different locomotor movements while the music is playing. When the music stops, students pair up with the student who is closest to them and each partner shares a main idea and detail from the text.				

2	S1.E11.2 Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics	W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure	Objective: Students will develop a three-part sequence that combines balances and transfers. Lesson Application: After instruction and practice of a variety of balances and transfers, students develop their own three-part sequence combining balances and transfers. Before performing the sequence, students must also draw the sequence and describe the sequence and how they will transition between the balances in writing.	Notes
3	S1.E14.3 Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, or distance and/or force	W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension	Objectives: Students will throw overarm, demonstrating the critical elements of a mature pattern. Students will explain how to throw overarm with a mature form. Lesson Application: Students recall the key cues of the overarm throw after the teacher models and from reading task cards throughout the lesson. Students practice the overarm throw throughout the class through station work. One station asks students to write, responding to the prompt below. Writing Prompt: Your best friend wants to learn how to play baseball but does not know how to throw a ball. Explain how to throw a ball using proper overarm form. Make sure to	Notes

			include as much detail as you can. You may use pictures if you like.	
4	S4.E2.4 Reflects on personal social behavior in physical activity	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	Objective: Students will evaluate personal and social behavior during activity. Lesson Application: Following a lesson, students are asked to reflect on their personal and social behavior. Each student must compare his or her behavior during the activity to the expectations that were set (using a rubric provided). The reflection should include detailed examples of behavior that support his or her position aligned with the rubric.	Notes
5	S3.E5.5a Analyzes results of a fitness assessment, comparing results to fitness components for good health S3.E5.5b Designs a fitness plan to address ways to use physical activity to enhance fitness	W.5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Objectives: Students will compare personal fitness assessment results to fitness components for good health. Students will design a fitness plan to address ways to use physical activity to enhance fitness. Lesson Application: Following fitness testing, students compare their fitness assessment results to “good health” results for each fitness component. In writing, students identify areas that they would classify as “good health” and set goals for those that are not yet “good health.” Each student designs a basic fitness plan, addressing ways they can use physical activity to become healthier in the	Notes

			identified fitness area(s).	
6	S1.M13.6 Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks	Objective: Students will strike a tennis ball with mature form for the following skills: forehand, backhand, serve. Lesson Application: Task cards can be used as an instructional tool to teach mature form of skills. Task cards should include visuals, text, and procedures that are used to perform the skill (Iserbyt & Byra, 2013). Students must read the cards and perform the skill as identified on the card.	Notes
7	S5.M1.7. Identifies different types of physical activities and describes how each has a positive impact on health	WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed WHST.6-8.6 Use technology, including the Internet, to	Objective: Students will identify different types of physical activities and describe how each has a positive impact on their health. Lesson Application: Students use technology to write a response to the following prompt 3–4 times throughout the year.	

		produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Writing Prompt: Identify different types of physical activities that you can perform to stay healthy and active. For each type of activity describe how it can positively impact your health. Students receive feedback from peers and their teacher to continue developing their writing and revisit the prompt throughout the year. They will have opportunities to edit and rewrite. Their final writing will be posted as a blog on the classroom web page.	
8	S2.M9.8 Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target	WHST.6-8.1a Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically	Objective: Students will describe effective strategy/shot selection in badminton. Lesson Application: As part of a lesson on shot selection in badminton, students write to a partner describing how effective strategy/shot selection will help them to be more successful. In their writing, students should include a claim about effective strategy and specific reasons related to varying the speed, force, and trajectory of a shot in badminton.	
9 - 10 Level 1	S2.H3.L1 Creates a practice plan to improve performance for a self-selected skill	RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations	Objective: Students will create a practice plan to improve performance for a self-selected skill. Lesson Application: Students read a sample practice plan for basketball (Gels,2013) and identify evidence (specific details) that supports an effective strategy or plan. Students then	

		or descriptions	use this information to create their own practice plan to improve performance for a self-selected skill.	
	S3.H4.L1 Evaluates, according to their benefits, social support networks, and participation requirements, activities that can be pursued in the local environment	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research	Objective: Students will evaluate local physical activities according to their benefits, social support network, and participation requirements. Lesson Application: Students answer the research question: What physical activities are best for me to continue with after graduating from high school? To answer the question, students gather advertisements from a variety of physical activity resources. They evaluate the usefulness of each and identify supports, barriers, and benefits of each. This information is then integrated into an argument where they identify, in writing, a resource that would be most appropriate for their needs, citing specific evidence from the advertisements.	Notes
11–12 (Level 2)	S3.H5.L2 Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms	Objective: Students will describe the impact of life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college and career settings. Lesson Application: Students read <i>Selecting and Effectively Using a Health/Fitness Facility</i> (Williford & Olson, 2011) during their fitness unit. During the reading students identify key pieces of information related to the factors of life choices, economics, motivation, and accessibility. Students summarize the key ideas of the text, specifically discussing how each of the factors could impact physical activity throughout life.	Notes

