

# Marching Band with PE

Webinar to explain the Innovative Approaches Course Application process using the new 2021 College and Career Ready Standards for Physical Education

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# Objectives

- To understand the changes to the PE Standards
- To gain clarity on how to complete the Innovative Approaches Course Application for Marching Band with PE



# Agenda

- Review articulations and new content for 2014 and 2021 PE Standards
- Review Comprehensive Health Instruction portion of application
- Questions
- Break
- Review complete Innovative Approaches application process
- Questions



# Innovative Approaches Application

Marching Band Only	
8.	Attach a copy of the PowerSchool master schedule for each school for which this application covers. If the master schedule is not currently available, please submit as soon as available, but not later than July 31, 2022. This Innovative Course Application is not complete without these documents.
9.	a. Explain how students in the marching band course will receive all physical education standards.
	b. Explain how students in the marching band course will receive comprehensive health education instruction.
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# 2014 PE Standards

## High School

**Standard 1:** The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**Psychomotor Domain**)

The student should develop **competence** in at least two different **movement forms**. The student should come to recognize the movement form competencies as establishing a foundation for continued motor skill acquisition and maintaining a physically active lifestyle.

### Indicators

- HS-1.1 Demonstrate competency and/or refines activity-specific movement skills in two or more of the following **movement forms**: **aquatics**, **dance**, **outdoor pursuits**, individual, dual and team sports taught as lifetime activities.
- HS 1.2 Demonstrate competency in one or more **specialized skills** in health-related fitness activities (for example, yoga, strength training, or Crossfit).



# 2021 PE Standards

## 2021 Secondary Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
<b>Performance Goal:</b>	High school students will attain proficiency of motor skills and movement patterns within units of instruction they are familiar with and strive toward proficiency in more novel units of instruction. The key element in facilitating a physically literate high school student is to afford them choice.		
<b>SC Profile of a Graduate:</b>	Knowing how to learn, work ethic, self-direction, collaboration and teamwork		
<b>Lifetime</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>1.1 Lifetime Activities including individual, partner, team sports</b>	HS.N.1.1: Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.I.1.1: Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.A.1.1: Develop and implement a plan to improve and refine activity-specific movement skills in 1 or more lifetime activities.
<b>I can...</b>	<p><b>Standard 1: Adapted Physical Education Support Suggestions</b></p> <p><b>Support Level 1:</b> Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (e.g. slide-step, together, step). Auditory cues (e.g. metronome). Visual cueing to assist with skill elements (e.g. stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.).</p> <p><b>Support Level 2:</b> Physical assistance (e.g. holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (e.g. slide-step, together, step). Visual cueing to assist in rhythm, music, or directional change, auditory cues (e.g. metronome).</p>		





# 2021 PE Standards

- Proficiency levels are used (Novice, Intermediate, and Advanced)
- A team of current PE-1 teachers collaborated and determined the expected proficiency level for each 2021 indicator.
  - 8 indicators articulate with a lower or equal level
    - Only action needed is to update indicators numbers as needed
  - 10 indicators articulate with a higher level
    - Rigor from prior indicator changed and will need to be addressed
  - 9 new indicators introduced



# 2021 PE Standards

8 indicators from 2014 have an equal or similar one in 2021	
No updates needed on application	Update indicator numbers on application
<u><b>2.1</b></u>	<u>4.2</u> = <b>4.3</b>
<u><b>3.2</b></u>	<u>5.1, 5.2 &amp; 5.3</u> = <b>5.1</b>
<u><b>4.4</b></u>	<u>5.4</u> = <b>5.3</b>
<u>Underline</u> = 2014 indicator # <b>Bold</b> = 2021 indicator #	



# 2021 PE Standards

## 10 indicators from 2014 are similar but at a lower than 2021

Revisions needed for these indicators	Revisions and number update needed for these indicators
<u>1.1</u>	<u>1.2</u> = <b>1.3</b>
<u>2.2</u>	<u>4.3</u> = <b>4.2</b>
<u>2.3</u>	
<u>2.4</u>	
<u>3.1</u>	
<u>3.3</u>	
<u>3.4</u>	
<b>4.1</b>	

Underline = 2014 indicator #

**Bold** = 2021 indicator #



# 2021 PE Standards

## 9 NEW indicators

**1.2**    **3.8**

**2.5**    **4.4**

**3.5**    **4.5**

**3.6**    **5.2**

**3.7**

**Bold = 2021 indicator #**



# Summary of 2014 changes

No changes	Revisions required
2.1	1.1
3.2	<b>1.2</b>
4.4	2.2
5.1	2.3
<b>Numbers changed</b>	2.4
<b>4.2</b>	3.1
<b>5.2</b>	3.3
<b>5.3</b>	3.4
<b>5.4</b>	4.1
<b>Bold = indicator # changed in 2021</b>	<b>4.3</b>



# Additions in 2021 Standards

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
1.2	2.5	3.5	4.4	5.2
		3.6	4.5	
		3.7		
		3.8		

- There are no 2014 articulations for these 2021 indicators



# Proficiency Levels for 2021 indicators

1.1 – Intermediate	2.3 – Advanced	3.3 – Advanced	3.8 – Intermediate	4.5 – Intermediate
1.2 – Novice	2.4 – Advanced	3.4 – Advanced	4.1 – Intermediate	4.6 – Intermediate
1.3 – Advanced	2.5 – Advanced	3.5 – Novice	4.2 – Advanced	5.1 – Intermediate
2.1 – Intermediate	3.1 – Advanced	3.6 – Intermediate	4.3 – Intermediate	5.2 – Novice
2.2 – Advanced	3.2 – Novice	3.7 - Intermediate	4.4 - Intermediate	5.3 - Novice



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# Comprehensive Health Education

- Provide a statement describing how students in Marching Band will receive comprehensive health education
- Health Education must be provided by a South Carolina qualified teacher



# Comprehensive Health Education

- **Family and Community Health (3401) & Personal Health and Wellness (3402)** can be taught by teachers with one of the following certifications:
  - Science (12)
  - Health (64)
  - Physical education (67)
  - Health Science Technology with minimum bachelor's degree in a health-related field (AC+)
  - General Science (13)
  - Health and Physical Education (65)
  - Health and Physical Education, Part-Time (66)




# Comprehensive Health Education

- **Human Growth and Development (3403)** can be taught by teachers with one of the following certifications:
  - Science (12)
  - Biology (14)
  - Family and Consumer Science (35)
  - Health (64)
  - Physical education (67)
  - Health Science Technology with minimum bachelor's degree in a health-related field (AC+)
  - General Science (13)
  - Health and Physical Education (65)
  - Health and Physical Education, Part-Time (66)



# Innovative Approaches Application

<p>STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION</p> <p>MOLLY M. SPEARMAN STATE SUPERINTENDENT OF EDUCATION SECRETARY TO THE STATE BOARD OF EDUCATION</p>  <p>Innovative Approaches: Locally Designed Subject Area Course Application</p> <p>Division of College and Career Readiness 1429 Senate Street, Room 902 Columbia, South Carolina 29201</p> <p>2022-23</p> <p>The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at <a href="mailto:OCR.DC@ed.gov">OCR.DC@ed.gov</a> or call 1-800-421-3481.</p>	<p>SOUTH CAROLINA DEPARTMENT OF EDUCATION DIVISION OF COLLEGE AND CAREER READINESS</p> <p>LOCALLY DESIGNED SUBJECT AREA COURSE APPLICATION (Core Graduation Credit)</p> <p>State Board of Education Regulation 43-234 allows schools with grades 9-12 to award credit for a locally designed subject area course if the course is aligned with current state academic standards for the particular subject area and approved by the local board of trustees. The course will then be reviewed for approval by the State Superintendent of Education.</p> <p>South Carolina Department of Education (SCDE) approval is not required for locally designed courses for which students receive elective college preparatory credit as long as the courses are approved by the local board of trustees.</p> <p>If honors credit is needed for any locally designed elective course, follow the Honors Framework (Appendix A).</p> <p>Email the completed Locally Designed Subject Area Course Application to Crystal Dennis at <a href="mailto:cdennis@ed.sc.gov">cdennis@ed.sc.gov</a>. For questions or concerns, please contact Crystal at 803-734-8052. Please allow 30 days from date of submission for SCDE processing to be completed.</p> <p>An approved application is valid for three years unless new standards are written in the subject area. In such a case, another application must be completed and submitted to the SCDE.</p> <p>SCDE Assigned Course Code (SCDE use only):</p> <table border="1"><thead><tr><th>REQUESTED</th><th>INFORMATION</th></tr></thead><tbody><tr><td>Date Submitted:</td><td></td></tr><tr><td>District:</td><td></td></tr><tr><td>Application Prepared</td><td>and Submitted By:</td></tr><tr><td>Name:</td><td></td></tr><tr><td>Position:</td><td></td></tr><tr><td>Mailing Address:</td><td></td></tr><tr><td>Phone Number, including area code:</td><td></td></tr></tbody></table>	REQUESTED	INFORMATION	Date Submitted:		District:		Application Prepared	and Submitted By:	Name:		Position:		Mailing Address:		Phone Number, including area code:	
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<https://ed.sc.gov/instruction/standards-learning/additional-information/>

# Innovative Approaches Application

REQUESTED INFORMATION	
E-mail address:	
Locally Designed Subject Area	Course For Core Credit
Name of Course:	
Subject Area:	
Length of Course	<input type="checkbox"/> Semester <input type="checkbox"/> Year
Grade Level(s):	
Course Beginning Date:	
Course Ending Date:	
Course Credit to be Awarded:	<input type="checkbox"/> one unit <input type="checkbox"/> one-half unit
School(s) Where Course Will Be Implemented	
Teacher Of The Locally Designed Course*	
Teacher's Name:	
South Carolina Certification Identification (CID) Number:	
List all area(s) of certification/endorsement that appear on the certification:	
List any specific experience(s) or training(s) the teacher may have in this area of study:	

*\*Use a separate sheet and answer each question if more than one person will be teaching the course.*

<p><b>All applicants must complete items 1-7. If this application is for marching band to substitute for physical education per S.C. Code Ann. §59-29-80, also complete items 8-10.</b></p> <p>1. Provide a short description of the proposed course.</p>
<p>2. Explain how the needs assessment conducted at the local level substantiates the need for the proposed course.</p>

<p><b>All applicants must complete items 1-7. If this application is for marching band to substitute for physical education per S.C. Code Ann. §59-29-80, also complete items 8-10.</b></p> <p>3. List the criteria for selecting students for the course, including prerequisite courses.</p>
<p>4. List the proposed teaching methodologies to be used in the course.</p>
<p>5. Attach a course syllabus or scope and sequence for this proposed course.</p>
<p>6. Identify the curriculum, textbooks, and materials that will be used in the course.</p>
<p>7. Demonstrate the alignment of the proposed course with SC Academic Standards using the attached chart at the end of this application.</p>
<p align="center"><b>Marching Band Only</b></p>
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# Innovative Approaches Application



Provide evidence via the correlation table below that the locally designed subject area course for high school credit is aligned with state academic standards. This page must be completed.

Unit Title	Innovative Course Standard	South Carolina Academic Standard <small>(Standards can be found at <a href="http://ed.sc.gov/instruction/standards-learning/">http://ed.sc.gov/instruction/standards-learning/</a>)</small>	Additional Notes (optional)



# Innovative Approaches Application

## REQUIRED SIGNATURES

I certify that this locally designed honor course for elective high school credit will be taught by a properly certified teacher, is aligned with the state-adopted academic standards, is consistent with the South Carolina Uniform Grading Policy, and was approved by the local board of trustees.\*

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\_\_\_\_\_  
Signature of the Teacher of the locally designed course for high school credit

Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature of the second Teacher, if applicable

Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature of the Principal/Director of School where the course will be offered

Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature of this District Superintendent or Designee

Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature of the District Board of Trustees, Chairperson

Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

*\*Use additional signature sheets, if necessary, and attach it to this application.*





# Thank You

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