**Sample Interface between Transferable Skills and Content-Are Proficiencies: Physical Education**

***This resource provides an optional approach to representing content area and transferable skills proficiencies in the curriculum planning process. The proficiencies in the table were taken from the AOE’s sample proficiencies, but could be replaced with locally-developed proficiencies for schools not following the AOE model.***

This document is provided as a sample of how teachers might identify and plan for the connections between transferable skills and content area proficiencies. Teachers will find that there are many possible ways that this could happen; a student could develop and be assessed on their communication skills, for example, as a part of learning any number of content standards, and what “communication skills” look like could be very different from content area to content area, or from grade level to grade level.

The planning tool below provides an example of a way to map out intersections between Physical Education content standards and transferable skills as a part of curriculum planning, over the course of a unit. This chart incorporates the Physical Education Proficiencies, Transferable Skills, and the related sets of Performance Indicators outlined in the AOE sample Proficiency-based Graduation Requirements documents. Each cell under the header includes a Physical Education Performance Indicator (listed first, in green) and Transferable Skill Performance Indicator (listed second, in blue) that will be taught and assessed in this unit. Over the course of the unit, all Physical Education Proficiencies and Transferable Skills would be taught and assessed at least once.

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|  | ***Graduation Proficiencies: Physical Education******(Physical Education Performance Indicators are in green/italics)*** |
| **Transferable Skills****(Transferable Skills Performance Indicators are in Blue/Underlined)** | ***1. Demonstrate proficiency in a variety of motor skills and movement patterns.*** | ***2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.*** | ***3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*** | ***4. Exhibit responsible personal and social behavior that respects and promotes success of self and others.*** |
| **1. Clear and Effective Communication** |  |  |  | *GS4b: Uses communication skills and personal management strategies that promote productive team/group dynamics.*TS1a: Demonstrates organized and purposeful communication |
| **2. Self-Direction** | *GS1b. Demonstrates correct technique for basic skills in at least two self-selected outdoor physical activities and two self-selected individual performance activities.* TS2e) Demonstrates flexibility including the ability to learn, unlearn, and relearn. |  |  |  |
| **3. Creative and Practical Problem Solving** |  | *GS2a. Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a small group.*TS3a) Sees opportunities for innovation and collaboration, finds tools and resources, and seeks results. |  |  |
| **4. Responsible and Involved Citizenship** |  |  | *GS3a. Uses effective self-monitoring skills to engage in physical activity.*TS4b) Accepts responsibility for personal decisions and actions. |  |
| **5. Integrative and Informed Thinking** |  |  |  | *GS3b. Uses the overload principle (FITT formula) in preparing a personal program to improve levels of health-related fitness and nutrition.*TS5c) Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes. |

**Sample Performance Task Incorporating Transferable Skills**

*The sample performance task below gives students the opportunity to demonstrate their proficiency in the ELA and Transferable Skills Graduation Proficiencies identified above:*

**Example assessment prompts:**

GS 1b) & TSB5) Create a video that shows the progression of new, key skills you learned to enjoy one physical activities from the below options. Your video should show your skill-development over several sessions.

Outdoor Physical Activities

1. Rock climbing
2. Sailing
3. Tennis
4. Orienteering/Geochaching

Individual Performance Activities

1. Disc golf
2. Kayaking or canoeing
3. Hiking
4. Bicycling (road or mountain)

GS2a. & TSC1) Our class will be performing dances for residents who live in the local assisted living facility. In groups of 3-5 students you will create a 2-3 minute dance based on one of the styles listed below. You must select a piece of music for your dance and design the dance to include varied levels, pathways, steps and use of space.

1. Contra
2. Hip hop
3. Latin
4. Square
5. Swing

GS3b. & TSE3) Select one of the given personal profiles. You will learn about that individual’s personal goals, challenges, strengths and lifestyle. Design a 4-week personal fitness and nutrition plan that will enable this person reach their goals.

GS3a. & TSD2) Throughout the next 8 weeks, your homework is to participate in at least 60 minutes of physical activity every day. Keep a log of what, where, and when you are active. Every Monday, you will submit a weekly summary and reflective writing that addresses the following questions:

1. Were you successful in reaching the goal of 60 minutes per day? Why? Why not?
2. Discuss the strategies that you used to keep on task this week. If necessary, what might you change about your self-management strategies to be successful next week?