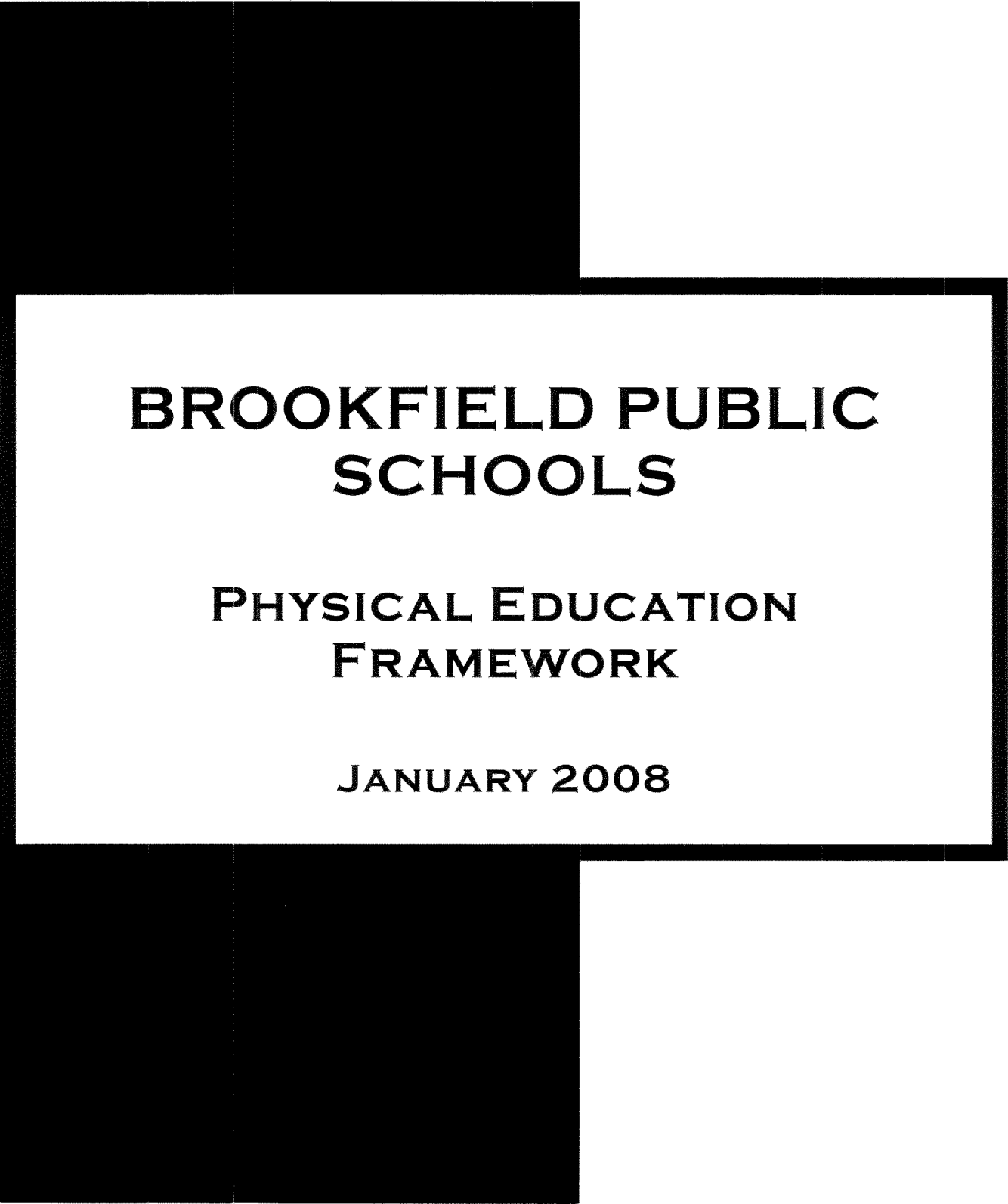




BROOKFIELD PUBLIC SCHOOLS

PHYSICAL EDUCATION FRAMEWORK

JANUARY 2008

Physical Education Philosophy/Beliefs

We believe that physical education is necessary for our students to establish, maintain, and enhance a healthy and balanced lifestyle while they are in school and after they graduate. It promotes positive behaviors and healthy decision making that will affect their physical and social/emotional well being throughout their lives.

Learning to make decisions to establish and maintain an active lifestyle requires planned instruction through a coordinated curriculum, a committed staff that models the concepts of physical education, and the support of the entire community.

Each individual is unique, and the physical education program needs to respond to those human differences. Students will develop to their fullest potential if they have a variety of physical educational experiences, have opportunities to choose activities that suit their needs and interests, and are provided with appropriate adaptive and corrective intervention programs.

Physical education inspires students to assume leadership roles in school and function as adult leaders. Physical education plays a critical role in the development of positive interpersonal skills such as cooperation, collaboration, respect for and acceptance of others, observance of rules, and sportsmanship.

Physical Education Program Goals

As a result of physical education in Grade K-12, students will:

- Demonstrate the skills and knowledge necessary to participate in a variety of physical activities.
- Make decisions to promote physical fitness and to establish and maintain a healthy lifestyle to encourage individual wellness throughout his or her life.
- Recognize and understand the life-long benefits of physical activity on one's mind and body.
- Develop interpersonal skills, exhibit positive character traits, and responsible behavior.

Physical Education Hallmarks of Excellent Practices

- Dedicated time on individual fitness improvement.
- A variety of activities and courses to introduce students to an array of sports and physical activities.
- A balance of cooperative and competitive activities.
- Instructional activities that focus on the development and improvement of fundamental motor skills.
- Integration of physical education skills into academic classroom activities.
- Experiences that foster life-long participation in fitness, sports, and other physical activities.
- Ongoing screening and monitoring of each student's skill development.
- Appropriate use of corrective and adaptive physical education opportunities and intervention strategies for identified students with needs.
- Hierarchical skill development from K-12.
- Grading that considers age-appropriate motor skill progress, content knowledge, and affective development (effort, attendance, sportsmanship).
- Communication of student progress to parents, staff, and the community.

Physical Education Essential Understandings

1. Developing motor skills and movement patterns are needed to perform a variety of physical activities and are the foundation of a more active and productive life.
2. Learning and performance of physical activities requires understanding of movement concepts, principles, strategies and tactics.
3. Participating in regular physical activity is critical to the development and maintenance of good health.
4. Incorporating fitness and wellness concepts into your daily routine will improve your overall quality of life.
5. Exhibiting responsible personal and social behavior that respects self and others is vital during physical activity.
6. Sustaining a physically active lifestyle enhances overall health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education Essential Questions

1. What different ways can the body move given a specific purpose?
2. How can I move effectively and efficiently?
3. What can I do to be physically active, and why is this important?
4. Why is it important to be physically fit and how can I stay fit?
5. How do I interact with others during physical activity?
6. How will physical activity help me now and in the future?

Physical Education Content Standards

Standard 1: Motor Skill Performance

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Applying Concepts and Strategies

Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Engaging in Physical Activity

Students will participate regularly in physical activity.

Standard 4: Physical Fitness

Students will achieve and maintain a health enhancing level of physical fitness.

Standard 5: Responsible Behavior

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Benefits of Physical Activity

Students will value physical activity for healthy, enjoyment, challenge, self-expression and/or social interaction.

Physical Education Instruction Grades K-12

Content Standard 1: Motor Skill Performance

- ❖ **Essential Question: What different ways can the body move given a specific purpose?**
- ❖ **Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

By Kindergarten students will:	By Grade 4 students will:	By Grade 8, students will:	By Grade 12, students will:
P (pre-kindergarten) 1.1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills.	E (elementary) 1.1 Demonstrate developmentally mature form in the fundamental movement skills; locomotor, non-locomotor and manipulative, in a closed environment (skills in isolation). E.1.2. Demonstrate simple applications combining locomotor, non-locomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.	M (middle) 1.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments. M.1.2. Demonstrate developmentally mature applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities. M.1.3. Adapt and combine skills to meet the demands of increasingly dynamic environments. M.1.4. Develop increasing competence in more advanced specialized skills. M.1.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports.	H (high) 1.1. Maintain and further develop the fundamental movement skills in open environments. H.1.2. Demonstrate competence in applying basic locomotor, non-locomotor and manipulative skills in the execution of more complex skills. H.1.3. Use complex movements and patterns within a variety of dynamic environments. H.1.4. Develop advanced skills in selected physical activities. H.1.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.
P.1.2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control.	E.1.3. Explore and adapt fundamental movement skills in a variety of dynamic environments. E.1.4. Acquire beginning skills for a few specialized movement forms. E.1.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.		
P.1.3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination.			
P.1.4. Acquire initial gross and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play.			
P.1.5. Respond to cues and problem-solving as well as use whole self in personal and general space.			

Physical Education Instruction Grades K-12

Content Standard 2: Applying Concepts and Strategies

- ❖ **Essential Question: How can I move effectively and efficiently?**
- ❖ **Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**

By Kindergarten students will:	By Grade 4 students will:	By Grade 8, students will:	By Grade 12, students will:
P.2.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space. P.2.2. Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces. P.2.3. Follow safety and age-appropriate classroom and playground rules and procedures.	E.2.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement. E.2.2. Recognize critical performance skill elements in self and others using movement vocabulary. E.2.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities.	M.2.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms. M.2.2. Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others. M.2.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations.	H.2.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances. H.2.2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others. H.2.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.

Physical Education Instruction Grades K-12

Content Standard 3: Engaging in Physical Activity

- ❖ **Essential Question: What can I do to be physically active and why is this important?**
- ❖ **Curricular Outcome: Students will participate regularly in physical activity.**

By Kindergarten students will:		By Grade 4 students will:	By Grade 8, students will:	By Grade 12, students will:
P.3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross=motor activities that are child-selected and teacher-initiated. P.3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand). P.3.3. Combine a sequence of several motor skills in an organized way. P.3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health.	E.3.1. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. E.3.2. Demonstrate an understanding of a variety of movements and how they affect the body. E.3.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies. E.3.4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness.	M.3.1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. M.3.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness. M.3.3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms. M.3.4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level.	H.3.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis. H.3.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes. H.3.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms. H.3.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level.	

Physical Education Instruction Grades K-12

Content Standard 4: Physical Fitness

- ❖ **Essential Question: Why is it important to be physically fit and how can I stay fit??**
- ❖ **Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

By Kindergarten students will:

By Grade 4 students will:

By Grade 8, students will:

By Grade 12, students will:

P.4.1. Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively). P.4.2. Developmentally appropriate recognition of the effects of physical activity and exercise. P.4.3. Use words, symbols, and other media to express feelings and sensations about physical activity. P.4.4. Collect, describe and record feelings about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating.	E.4.1. Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition). E.4.2. Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity. E.4.3. Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status. E.4.4. Maintain a wellness log including exercise and food intake for a set period of time.	M.4.1. Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component. M.4.2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance. M.4.3. Analyze the results of one or more components of health-related fitness. M.4.4. Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals.	H.4.1. Assess and adjust activities to maintain or improve personal level of health-related fitness. H.4.2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness. H.4.3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity. H.4.4. Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles.
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Physical Education Instruction Grades K-12

Content Standard 5: Responsible Behavior

- ❖ **Essential Question: How do I interact with others during physical activity?**
- ❖ **Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

By Kindergarten students will:	By Grade 4 students will:	By Grade 8, students will:	By Grade 12, students will:
P.5.1. Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement. P.5.2. Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations. P.5.3. Demonstrate willingness to play with children in the class; and recognize similarities and appreciate differences in people. P.5.4. Use age appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts.	E.5.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings. E.5.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks. E.5.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities. E.5.4. Develop skills needed for resolving conflicts peacefully.	M.5.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings. M.5.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. M.5.3. Develop strategies for including all persons, despite individual differences, in physical activity settings. M.5.4. Apply appropriate skills for resolving conflicts peacefully.	H.5.1. Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same. H.5.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities. H.5.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings. H.5.4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.

Physical Education Instruction Grades K-12

Content Standard 6: Benefits of Physical Activity

- ❖ **Essential Question: How will physical activity help me now and in the future?**
- ❖ **Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

By Kindergarten students will:	By Grade 4 students will:	By Grade 8, students will:	By Grade 12, students will:
P.6.1. Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun. P.6.2. Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression. P.6.3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement. P.6.4. Demonstrate recognition that physical activity is beneficial to good health. P.6.5. Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag). P.6.6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance.	E.6.1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings. E.6.2. Use physical activity as a means of self-expression. E.6.3. Use physical activity as a positive opportunity for social and group interaction. E.6.4. Experience personal challenges through physical activity. E.6.5. Understand that practicing activities increases specific skill competence. E.6.6. Experiment with new physical activities.	M.6.1. Make decisions about participating in different physical activities based on feelings and interests. M.6.2. Use physical activity as a means of self and group expression. M.6.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills. M.6.4. Realize that physical activity and challenges present opportunities for personal growth. M.6.5. Value the skill competence that results from practice. M.6.6. Demonstrate willingness to attempt a variety of new physical activities.	H.6.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living. H.6.2. Use physical activity as a means of creative expression. H.6.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships. H.6.4. Seek personally challenging experiences through physical activity as a means to personal growth. H.6.5. Persist in practicing activities to increase specific skill competence in areas of interest. H.6.6. Experiment with new physical activities as part of a personal improvement plan.