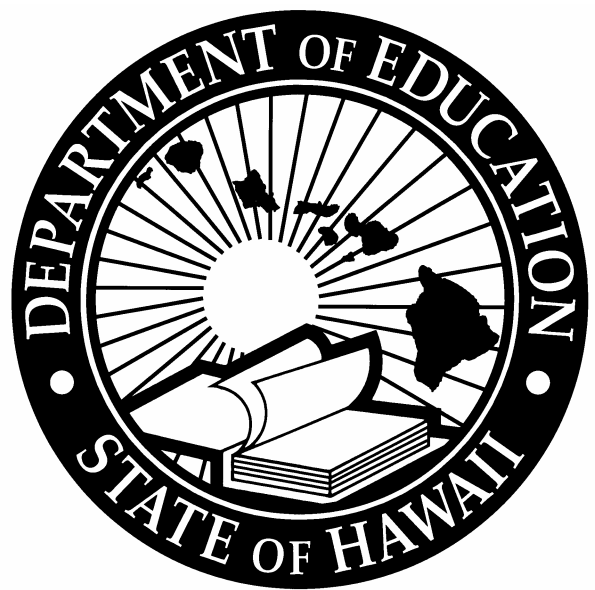


Curriculum Framework *for* Physical Education

Office of Curriculum, Instruction and Student Support
Instructional Services Branch

Department of Education
State of Hawaii

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FOREWORD

Broadly defined, curriculum is the total learning experience provided by a school to its students. It includes all of the content, goals and objectives, instructional materials, instructional strategies, student support and other services, and activities provided for students by the school.

Curriculum frameworks communicate common understandings about content and performance standards, instruction, and classroom assessment in a content area. The frameworks suggest ways that classroom instruction and assessment can be designed to best address the Hawaii Content and Performance Standards (HCPS) III. The curriculum frameworks also provide a means for schools to incorporate system-wide requirements into the school curriculum to ensure educational quality and equity for all students.

This framework is one of a series of Hawaii State Department of Education publications for teachers and other educators to use in implementing the HCPS III at the classroom level. Curriculum Frameworks for each of the nine HCPS III content areas provide a framework and philosophy for curriculum, instruction, and classroom assessment in those disciplines.



Patricia Hamamoto, Superintendent

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INTRODUCTION TO THE CURRICULUM FRAMEWORK SERIES

DESCRIPTION, PURPOSES, USES

Curriculum frameworks suggest the best thinking about the knowledge, skills, and processes that characterize a particular discipline; these frameworks provide a structure within which to organize curriculum and instruction in that content area. Curriculum frameworks represent the theoretical and philosophical bases, grounded in sound research, upon which the content standards, benchmarks, performance tasks, and rubrics were developed.

The curriculum framework series for the HCPS content areas include documents that provide the rationale or statements of the values, principles, research, and assumptions which help to guide decision making and the designing of curricular and instructional programs. Curriculum frameworks provide links between theory and practice as well as up-to-date and relevant information about pedagogy, learning, and resources within a content area.

Curriculum frameworks are intended for teachers and other educators and policy-makers involved in curriculum, instruction, and other educational decision-making. The frameworks are meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms across the state. The written format allows access to this information by all educators statewide.

Curriculum frameworks can be used by teachers as a roadmap to plan and design curricular and instructional units or activities at the school level and serve as aids in selecting appropriate classroom level materials for students as well as assessments that can be used for diagnosis, progress monitoring, and measuring outcomes. The frameworks can also serve as a common reference point in discussing and aligning curriculum schoolwide or within a grade level or department.

THE SYSTEM OF STANDARDS

Fundamentally, standards provide *all* students with access to high expectations, challenging curricula, and effective teaching. Standards associate equity with excellence and ensure that students have the knowledge and skills necessary to participate in daily activities and in the workplace and to pursue their goals and aspirations.

The HCPS III describe educational targets in all nine content areas for *all* students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science, and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that *all* courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

THE HAWAII STANDARDS SYSTEM

The Hawaii Standards System is more than the HCPS III alone. The Hawaii Standards System supports standards-based education through curriculum, instruction, and assessment components. The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators. The *Hawaii Standards System* supports school level implementation of standards-based education by

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

The HCPS III contain

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for *all* students in grades K-5;

- Essential standards for all required courses in the four *core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the five extended core areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in the HCPS III document. These standards will be found in future HCPS III publications as course standards and benchmarks as well as in the new edition of the *Approved Course and Code Numbers* (ACCN) catalog. Because *all* courses are standards-based, these specialized courses utilize

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards originally found in HCPS II.

THE RELATIONSHIP BETWEEN THE STANDARDS AND THE GENERAL LEARNER OUTCOMES

Content Standards define the academic content knowledge and skills that all students should know and be able to do. They are general statements of expectations for all students K-12.

Equally important to learning academic content is developing the knowledge, skills, and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes (GLOs) serve as the essential, overarching goals in the system of standards. These Outcomes are

- GLO 1: Self-directed Learner: The ability to be responsible for one’s own learning
- GLO 2: Community Contributor: The understanding that it is essential for all human beings to work together
- GLO 3: Complex Thinker: The ability to be involved in complex thinking and problem solving
- GLO 4: Quality Producer: The ability to recognize and produce quality performance and quality products
- GLO 5: Effective Communicator: The ability to communicate effectively
- GLO 6: Effective and Ethical User of Technology: The ability to use a variety of technologies effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the GLOs while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it is what we educators do with the standards—how we

realize them in all classrooms for all students—that will determine whether we can fulfill the Department’s vision of Hawaii public school graduates who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without the need for remediation.

THE HCPS III IMPLEMENTATION MODEL

The HCPS III Implementation Process Model is a framework that has been adapted from West Ed’s Learning from Assessment model. It consists of a series of six steps.

- The first step in the process asks a teacher to identify relevant benchmarks. The teacher decides which benchmarks will be the central focus of a lesson or unit.
- In the second step, the teacher determines what evidence will show that the students have met the benchmarks.
- In the third step of the process, the teacher plans the strategies and experiences which will build understanding and help all students meet proficiency.
- The fourth and fifth steps require the collection of evidence of student learning. The teacher determines what this evidence indicates about the student’s progress and decides what further instruction or support is needed.
- Lastly, the teacher evaluates the work and communicates the findings.

While the model numbers the steps in the process, it is important to remember that these steps are not always followed in a lock-step fashion. For example, a teacher may work through steps one to five, and as she collects the evidence of student learning (step five), she will likely gain insight that will inform step three (determine learning experiences). In her review of the work, she may notice that many students are not meeting a certain aspect of a particular benchmark. For example, the students may be able to correctly compare fractions, but may be unable to explain why they placed the fractions in a particular order. This evidence will inform step three and the teacher will likely design additional learning experiences designed to help students place fractions in a particular order.

HCPS III IMPLEMENTATION PROCESS MODEL

- ① Identify relevant benchmarks.
 - ② Determine acceptable evidence and criteria.
 - ③ Determine *learning experiences* that will enable students to learn what they need to know and to do.
 - ④ Teach and collect evidence of student learning.
 - ⑤ Assess student work to inform instruction or use data to provide feedback.
 - ⑥ Evaluate student work and make judgment on learning results and communicate findings.
- Reteach or repeat the process with the next set of benchmarks.**

The table on the next page shows the six-step HCPS III Implementation Process Model. It also shows the state and school support for student success that relates to each step in this model.

HCPS III IMPLEMENTATION PROCESS MODEL

| Implementation Steps | State Support for Student Success | School Support for Student Success |
|---|---|---|
| <p>1 Identify relevant benchmarks. <i>Which benchmarks will be the central focus of the lesson/unit?</i></p> | <p>Benchmark Map (http://standards toolkit.k12.hi.us) ~ developed by State with input from field ~ includes sets of benchmarks clustered around Big Ideas or Major Understandings; clusters mapped out by quarters ~ serves as the focal point for other state-developed supporting documents and future standardized course assessments and HSA</p> | <p>Curriculum Map [Lotus Notes curriculum mapping program available at no cost (check with your principal)] ~ developed by teachers/schools to create a cohesive and articulated curriculum ~ aligned to Benchmark Map</p> |
| <p>2 Determine acceptable evidence and criteria. <i>What evidence will show that the student has met the standards?</i></p> | <p>Instructional Map ~ will be developed by OCISS with input from field ~ aligned to Benchmark Map ~ includes sample assessment tasks and rubrics</p> | <p>Curriculum Map (continued) ~ includes assessment tasks (may include teacher-developed tasks, or tasks from the Instructional Map, textbook, journals, publications, websites, or other resources)</p> |
| <p>3 Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do. <i>What strategies/experiences will build understanding and help all students meet proficiency?</i></p> | <p>Instructional Map (continued) ~ will include sample instructional strategies to provide opportunities for ALL students to reach proficiency Instructional Materials Review ~ development of Recommended Textbook List that includes resources that support standards-based instruction and assessment</p> | <p>Unit/Lesson Plans ~ developed by teachers ~ aligned to Curriculum Map ~ learning experiences may come from a variety of resources: Instructional Map, textbooks, journals, publications, websites, or other resources ~ includes plans for formative assessment</p> |
| <p>4 Teach and collect evidence of student learning. 5 Assess student work to inform instruction or use data to provide feedback. <i>What does the evidence indicate about the student's progress? What further instruction or support is needed?</i></p> | <p>Instructional Map (continued) ~ will include student work (exemplars) for the tasks that are provided</p> | <p>Formative Assessments (from Step #3) ~ used to guide instruction and inform students of their progress Summative Assessments (from Step #2) ~ used to assess student's level of proficiency after the student has had a chance to learn, develop, and improve</p> |
| <p>6 Evaluate student work and make judgment on learning results and communicate findings. <i>What do recent assessments indicate about the student's level of proficiency? Reteach or repeat the process with the next set of benchmarks.</i></p> | <p>Standardized Course Assessments ~ coming soon for high school courses</p> | <p>Standards-Based Grading and Reporting ~ used to report progress/proficiency of benchmarks that were identified in Step #1</p> |

THE STANDARDS-BASED CLASSROOM

The standards-based classroom does not have one particular form. Rather, it can take on many forms. Characteristics to look for include

What are students doing?

- Working in collaborative groups, talking and sharing ideas about the subject matter and solving problems or conducting investigations together
- Listening actively to each person's ideas and being critical friends when someone needs help understanding a difficult concept
- Demonstrating persistence in performing complex tasks and learning challenging concepts
- Communicating thoughts, ideas, findings, solutions to others
- Using and knowing when to use various resources (such as printed materials, tools, and technology) to learn about the subject matter
- Reflecting on their progress toward learning goals

What are teachers doing?

- Asking good questions to get students to think more deeply about a posed problem or task
- Constantly assessing where students are with respect to the focus of the lesson and adjusting the lesson based on feedback about student understanding
- Creating a climate for risk-taking and encouraging subject-matter dialogue where students exchange a variety of ideas and feel confident about asking questions
- Providing opportunities for students to learn at their own pace using strategies for differentiation
- Using text materials, tools, technology, multimedia, guest speakers, and/or field experiences to enhance learning
- Making every effort to show links between and among disciplines and how the subject matter is connected and relevant to other areas and real contexts

REFERENCE

Jamentz, K. (1998). *Standards: From document to dialogue*. San Francisco, CA: WestEd.

PREFACE

“There is no place in this country for even one poor physical education program. We believe every student in our nation’s schools, from kindergarten through grade 12, should have the opportunity to participate in a quality physical education program. Children need to be taught the knowledge, skills, and attitudes necessary for them to lead healthy, active, and productive lives. To do that, all programs must facilitate achievements of the National Standards for Physical Education.”

–*Judith C. Young, National Association for Sport and Physical Education, (NASPE), 2000*

The climate and temperature in Hawai‘i are ideal to teach physical education year-round. As a physical educator, one is fortunate to live and teach in a place that has so much warmth from the environment and the people.

The family or ‘ohana as it is known in Hawaii is a very important component to the well-being of a child in Hawaii. Spending a weekend at the beach or the park with family and friends is commonplace. Families and friends participate in physical activities during these gatherings to share in the enjoyment and the camaraderie they bring. The weather and natural environment easily accommodate these outdoor gatherings. Teaching the importance of participating in and enjoying physical activity throughout life, therefore, becomes the focus of any physical education program.

This *Curriculum Framework for Physical Education* includes the four physical education content standards: Movement Forms, Cognitive Concepts, Active Lifestyle, and Physical Fitness. These standards afford a coherent and professionally defensible rationale for physical education. They provide clarity of purpose, set high and challenging expectations for all students, and ensure that physical education is a part of the curriculum from kindergarten through grade twelve.

This *Curriculum Framework for Physical Education* provides research-to-classroom guidance in best practices for planning, implementing, and assessing the standards in K-12 educational settings. It is through this framework and facilitating achievement of the standards that educators can guide students to becoming physically educated individuals.

1. GENERAL DESCRIPTION OF THE PHYSICAL EDUCATION PROGRAM

DEFINITION OF THE PHYSICAL EDUCATION PROGRAM

What is worth teaching and learning in physical education? The National Standards put forth by the National Association for Sport and Physical Education (NASPE) define student learning as what a student should know and be able to do as a result of a quality physical education program. In addition, the standards provide a framework to develop realistic and achievable expectations for student performance at every level. These expectations are the first step in designing an instructionally aligned program aimed at student learning and achievement.

When discussing physical education there are five major premises that guide thinking about, planning for, and evaluating physical education programs.

1. The ultimate purpose of any physical education program is to guide children into being physically active for a lifetime.

More than ever we live in a world of rapid change. Tomorrow's physical activities may look quite different from those of today. Present programs need to develop competence in basic movement skills that can be used in any activity, whether it be popular today or has yet to be invented. Mastery of basic movement skills sets the stage for the development and refinement of more complex skills leading to safe and enjoyable participation in physical activity. When basic movement skills are developed at an early age and expanded during childhood and early adolescence, children gain access to a wide variety of physical activities. Early on, children should be provided with many opportunities to develop a strong foundation in basic skills that are used in a variety of activities. Early specialization in specific sports and a limited range of opportunities often limit later participation options.

2. Children should engage in physical activity appropriately designed for their developmental level.

Children are not miniature adults. Physical activities and sports that are appropriate for adults are not appropriate for children. Kindergarten children are not the same as sixth-graders; their programs of physical education should not be the same. The physical education curriculum should reflect the natural physical and cognitive development of children. To be effective in promoting lifetime activity habits early in life, selection of developmentally appropriate activities taught through appropriate instruction is essential.

3. Physical education and recess are important but different parts of the school program.

Recess is an important part of the school day for children. Activity breaks may enhance participation and learning in the classroom as well as the benefits gained from physical activity. Not only does recess provide opportunities for needed physical activity, but this unstructured time also provides opportunities for student decision-making and contributes to creativity and social learning. Children learn how to cooperate, compete constructively, assume leader or follower roles, and resolve conflicts by interacting in play. Play is an essential element of children's development. Whereas recess is unstructured time, physical education is a planned instructional program with specific goals and objectives. An essential part of the total curriculum, the physical education program's role is to increase knowledge related to an active lifestyle, physical competence, and health-related fitness. Children who establish physical activity habits when they are young are more likely to remain active as adults. Those who do not participate in physical activity from an early age are more likely to be inactive as adults, and become at higher risk for the negative results of inactivity.

4. Physical education and physical activity are not the same.

Physical education is an instructional program that facilitates the achievement of national and state standards for physical education; the outcome is a physically educated person. It is an instructional program that is taught by teachers with professional credentials in physical education. Physical activity is the primary means through which the content of physical education is taught. Physical education is education through movement. Cognitive, physical, and social learning occurs through a variety of physical activities that are carefully planned and taught. Physical education programs should provide a significant amount of time for physical activity (i.e., active participation for all students). Daily opportunities outside of physical education should also be provided for physical activity in the school setting (e.g., recess and short activity periods) and physical activity should be promoted outside the school setting. Participation in physical activity, on a regular basis, is an important goal of physical education. Children should be provided a wide variety of learning experiences related to physical activity options and instructed on how to make positive choices regarding activity.

5. Physical education and athletic programs are different.

The purpose for both areas differs in scope and audience. Athletic programs are essentially designed for youngsters who have special skills, interests, and a desire to compete with others of similar interests and abilities. These types of programs accommodate a minority of the population, are often of a limited scope (i.e., seasons, level of competition), and teach sport specific knowledge and specialized skills as they relate to competitive participation. On the other hand, quality physical education programs are designed for every child, from the gifted to the physically challenged, to actively participate and be successful. The intent is to provide children of all abilities and interests with a strong foundation of movement experience and understanding that will

lead to lifelong active and healthy lifestyles. Physical education has a larger scope and is accessible by everyone.

RATIONALE FOR THE PHYSICAL EDUCATION PROGRAM

BELIEFS, ASSUMPTIONS, AND PREMISE

Providing children and youth with physical activity opportunities both in and out of school is critical. Instilling them with the knowledge and skills to make appropriate physical activity choices is the responsibility of physical education. Physical education should be a place where students learn to value physical activity (Siedentop, 1996).

The content standards associated with physical education are a direct outgrowth of the National Physical Education Content and Performance Standards. The conceptual framework states that physical education programs should be *Equitable, Committed, and Promote Lifelong Learning*. Within this context, *equitable* means that all children, regardless of gender, ethnicity, disability, and religious orientation, will be provided a quality physical education program. *Committed* suggests that all children will have access to committed and quality instruction from qualified and properly credentialed educators. *Promotion of lifelong learning* indicates that all children will have the opportunity to participate in physical activity across the lifespan to improve their quality of life.

NASPE believes that every student in our nation's schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, cognitive understanding, and attitudes toward physical activity that lead to the adoption of healthy and physically active lifestyles. Today's quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters and help to improve a child's mental alertness, academic performance, readiness to learn, and enthusiasm for learning. According to NASPE (2004) guidelines, a high quality physical program includes the following components: opportunity to learn, meaningful content, and appropriate instruction.

Opportunity to learn

- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school).
- Qualified physical education specialists providing a developmentally appropriate program.
- Adequate equipment and facilities.

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.
- Development of cognitive concepts about motor skills and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

Appropriate Instruction

- Full inclusion of all students.
- Maximum practice opportunities for class activities.
- Well-designed lessons that facilitate student learning.
- Out of school assignments that support learning and practice.
- No physical activity as punishment.
- Use of regular assessment to monitor and reinforce student learning.

Physical education is an integral part of the total education for every child from kindergarten through grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. These outcomes of a quality program can only be facilitated if they include the following:

- **Improve Health-Related Physical Fitness**—Quality physical education improves muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance.
- **Develop Skills**—Physical education develops motor skills, which allow for safe, successful, and satisfying participation in physical activities.
- **Encourage Selection of and Participation in Regular Healthy Physical Activity**—Physical education provides a wide-range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and conscious of the benefits of such a choice.
- **Reinforce Other Subject Areas**—Physical education can reinforce and supplement knowledge learned across the curriculum and serves as a laboratory for application of content in science, math, social studies, and language arts.
- **Develop Self-Discipline**—Physical education facilitates development of responsibility for personal health and fitness choices.

- **Improve Judgment**—Quality physical education influences moral development. Students learn to assume leadership, cooperate with others, question actions and regulations, and accept responsibility for their own behavior.
- **Reduce Stress**—Physical activity becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.
- **Strengthen Peer Relations**—Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of youth and peer cultures.
- **Improve Self Confidence and Self Esteem**—Physical education instills a stronger sense of self-worth in young people based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.
- **Encourage Goal-Setting**—Physical education gives children and youth the opportunity to set and strive for personal, achievable goals.

RESEARCH

Several studies have been conducted that suggest enhanced learning as a result of physical activity. Growth of new brain cells and the prolonged life of existing brain cells may be attributed to regular physical activity (Gage, 1999). According to Pollatschek and Hagen (2000), children who are engaged in daily physical education show superior motor fitness, academic performance, and attitude toward school as compared to their non-active peers. As suggested by Dienstbier (1989), physical exercise helps in training a quick adrenaline-noradrenalin response and rapid recovery. Put a different way, through workouts for the body, the mind becomes more adept at handling and responding to mental challenges. Further, the misconception that physical activity negatively affects academic achievement is untrue (Maeda & Randall, 2003; Summford, 2000; Sallis, McKenzie, Kolody, Lewis, Marshall, & Rosengard, 1999).

The scientific evidence is clear—participation in physical activity offers many health benefits. According to a report by the U.S. Department of Health and Human Services (1996), persons who are physically active have lower rates of heart disease, stroke, colon cancer, breast cancer, and osteoporosis as compared to those who are inactive. In addition, physical activity helps manage or prevent hypertension, obesity, elevated blood lipids, back pain, and non-insulin-dependent diabetes. Physical activity also has psychological benefits such as decreasing symptoms of depression, anxiety, and malaise and increasing general mood, self-concept, confidence, and sleep quality. It is estimated that approximately 12% of all deaths (i.e., 250,000 deaths) could be prevented each year by having people increase their physical activity levels (McGinnis & Forge, 1993). Despite the well-documented benefits of physical activity, only 22% of American adults meet the guidelines of exercising five or more times a week for at least 30 minutes. Physical educators are uniquely positioned to

address this public health issue. Physical education not only educates the physical, but the cognitive and affective domains of learning as well.

LEGAL AUTHORITY

The legal authority for the Physical Education program is described in the Department's Policies and Regulations, Curriculum and Instruction 2000 Series handbook. Relevant Board of Education policies and Department of Education regulations are listed here.

ACADEMIC PROGRAM (HAWAII STATE BOARD OF EDUCATION POLICY 2100)

The Board of Education recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department of Education shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the Hawaii Content and Performance Standards and to give responsible direction to one's own life. The Department of Education shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. The learning experiences shall be included in concepts commonly taught in, but not limited to, language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills, or a combination of the above subject areas.

Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students.

Adopted: 10/70

Amended: 08/86; 03/88; 01/99; 01/05/06

**ACADEMIC PROGRAM
(DEPARTMENT OF EDUCATION REGULATION 2100.1)**

1. It is the right of every student to have access to a learning program which will permit optimum development as an educated person.
2. The academic program shall include a desirable mix of appropriate and comprehensive learning activities in the areas of (a) communications, (b) humanities, and (c) environmental studies.
3. The basic program, to be offered at each school, shall consist of the knowledge, skills and processes, and attitudinal development to be required of each student as the foundation for attainment of higher academic learning.
4. The minimum elective program enhances the basic program and consists of desirable courses in the major subject areas which may be scheduled in accordance with student interest, staffing and related considerations.
5. The specialized elective program, which shall be planned to meet the unique needs and interests of students and school committees, shall reflect current and emerging concerns of the community, the nation, and the world.

Adopted: 10/70

Amended: 8/86, 3/88

**K-12 LITERACY
(HAWAII STATE BOARD OF EDUCATION POLICY 2010)**

The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative. Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. Literacy shall include mathematical and scientific literacy. Other skills which enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

The language arts standards in the Hawaii Content and Performance Standards specify what all students should know and be able to do to become literate. To attain this goal, all schools shall provide a balanced and comprehensive reading and writing program that includes the direct teaching of: (1) comprehension of content and language in both oral and written forms; (2) organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and (3) fluency and vocabulary development that includes an understanding of how words work. The reading and writing program shall also provide: (4) ongoing diagnosis and assessment that ensures accountability for results, (5) effective writing practices to be integrated into the reading and writing program; and (6) timely intervention services to assist students who are at risk of failing attainment of literacy.

An effective early reading and writing program shall be implemented to assure that every child will become a proficient reader and writer, as defined by the Department of Education, by the end of third grade.

In the instructional program for grades 4-12, all content areas shall further support the development of literacy skills such that students can access and communicate subject area content and concepts using a wide variety of print and non-print materials.

Students identified by the Department of Education as not proficient will receive appropriate assistance and support.

Adopted: 10/94 (Curriculum and Instructional Policy)

Amended: 4/98, 6/02; 10/19/06

CURRICULUM AND INSTRUCTION IN THE EDUCATION PROCESS (DEPARTMENT OF EDUCATION REGULATION 2010.1)

The roles of the curricular and instructional programs for the public schools of Hawaii shall be both broad and inclusive, bringing focus to experiences which will equip students for a lifetime of effective living and learning, permitting them to meet successfully today's problems and opportunities as well as on those in the yet-unknown future.

Curriculum and instruction shall provide experiences which will enable students to learn to think and act intelligently in achieving maximum self-fulfillment and in attaining the knowledge, skills, abilities, attitudes, and appreciations essential for preserving and contributing to the strength of the community, state, nation, and world.

Effective learning shall be predicated on maximum participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, instructional modes, and evaluative procedures.

Provisions shall be made for incorporating many diverse experiences throughout the school years to assist learners in realizing to the fullest their unique potentialities, as well as to make certain that appropriate attention is directed toward the problems and progress of society. The emphasis and degree of sophistication of these experiences shall be appropriate to the needs and characteristics of the learners.

School experiences which contribute to self-fulfillment and productive life shall include the following:

1. Development of basic skills for learning and communication, including, speaking, reading, writing, listening, computing, and thinking.
2. Development of positive self-concept, including understanding and accepting self and understanding and relating effectively with others.
3. Development of decision-making and problem-solving skills.
4. Development of independence in learning, including demonstrating initiative and responsibility for continuous learning.
5. Development of physical, social and emotional health, including demonstrating good health, fitness and safety practices.
6. Recognition and pursuit of career development as an integral part of growth and development.

7. Development of a continually growing philosophy based on belief and values and including responsibility to self and others.
8. Development of creative potential and aesthetic sensitivity.

Adopted: 10/70

Amended: 3/88, 10/94

**HAWAII CONTENT AND PERFORMANCE STANDARDS
(HAWAII STATE BOARD OF EDUCATION POLICY 2015)**

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all students, the Department of Education shall implement the Hawaii Content and Performance Standards as approved by the Board of Education. The standards shall specify what students must know and be able to do.

Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the Hawaii Content and Performance Standards and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children.

The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards.

Approved: 10/95

Amended: 11/01; 06/23/05

**HAWAII CONTENT AND PERFORMANCE STANDARDS
(DEPARTMENT OF EDUCATION REGULATION 2015.1)**

1. The Hawaii Content and Performance Standards shall be implemented as approved by the Board of Education and distributed to the schools.
2. Each school shall describe its implementation of the standards in its Standards Implementation Design (SID).
3. The Department of Education shall develop and implement a continuum of professional development activities that enable teachers to implement the standards.
4. The Department of Education shall develop an assessment and accountability system that measures and reports on student attainment of the standards and holds everyone accountable for that performance.
5. The Department of Education and the Board of Education shall coordinate the review and revision of the standards every five years.

DOE: 11/01

**RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND
IMPLEMENTATION
(HAWAII STATE BOARD OF EDUCATION POLICY 2030)**

The Department of Education shall provide guidance to schools in developing and implementing curriculum and instruction for the public school system.

The responsibility for developing curriculum shall be shared by the Superintendent and the schools. The responsibility for developing and delivering the instructional program shall rest primarily with the schools. The Superintendent shall provide the general direction in curriculum and instruction by providing guidance in the use of effective teaching, learning, and assessment strategies appropriate to the Hawaii Content and Performance Standards.

Former Code No. 6123.2

Former Policy Approved: 07/60

Amended: 10/70, 03/88; 03/99

**INSTRUCTIONAL MATERIALS
(HAWAII STATE BOARD OF EDUCATION POLICY 2240)**

The Board of Education understands that implementation of standards-based education requires instructional materials that are aligned with the Hawaii Content and Performance Standards (HCPS). Therefore, printed materials, media and technology which overtly address the HCPS benchmarks shall be selected for classroom use.

The Office of Curriculum, Instruction and Student Support shall provide a list of recommended textbooks and other instructional materials for select curricular areas. It shall also provide general and content-specific evaluation criteria for schools to use when evaluating instructional materials.

Schools that select texts and instructional materials not on the list of recommended texts and instructional materials shall demonstrate that these materials will better support their students' learning needs. Evidence shall include statewide assessment results and other data documenting student achievement.

Schools shall also develop and implement a multi-year textbook acquisition/replacement plan that is based on instructional needs. This shall be a key component of a schools' academic and financial plan. Schools shall inform parents and make available to their school communities, the textbook acquisition/replacement plan, its adequacy in meeting students' needs for textbooks in a given year, and the textbook series, by subjects, used in classrooms.

Former Code Nos. 6134 Textbooks and Reference Materials

6134.1 Approval of Reference Materials Offered by Special Interest Group

Former Policy 6134.1 Approved 01/55; Reviewed 07/60; Revised and included above 4/70
Approved: 10/70

Amended: 03/88; 05/95; 03/97; 09/98; 01/05/06

PHYSICAL EDUCATION REQUIREMENTS

At the elementary level, students are required to have physical education from kindergarten to grade 5. Currently, physical education at the middle school level (grades 6-8) is recommended but not required. In high school, students are required to complete two semesters or a year's coursework; one semester is a required course and the other semester should be a required basic elective.

For students with disabilities who have an Individualized Education Plan (IEP), physical education should be addressed by the IEP team. Federal legislation (i.e., IDEIA) requires physical education for all children with disabilities, preschool/kindergarten through grade 12.

TIME ALLOTMENT

Elementary

The goal of each school should be to offer a physical education program which is broad in scope and suited to the maturity, needs, and interests of the children. Although the needs for moderate-vigorous activity are individual, generally speaking, children ages 5-12 who are in normal physical condition should accumulate at least 60 minutes of moderate-vigorous physical on all or most days of the week (Corbin & Pangrazi, 2004). The general design on time allocation for elementary schools provides for more time to physical education in the lower grades than the upper grades. Instructional time for kindergarten through grade 3 is 45 minutes per week, grades 4-5 is 55 minutes per week, and grade 6 is 107 minutes per week.

| Grade Level | Minutes Per Week |
|-------------|------------------|
| K-3 | 45 |
| 4-5 | 55 |
| 6 | 107 |

During the physical education period, actual instruction in physical education skills should be given. This should not be considered a supervised play period or “free play” time—nor should the time allotted for physical education instruction be supplanted by noon hour activities or recess periods.

Secondary

The secondary physical education program is organized around courses of study by semester. Middle schools also have quarter options. Physical education is recommended in intermediate or middle school. Middle schools (grades 6-8) offer courses that allow all students to meet the 6-8 grade cluster benchmarks. Middle/intermediate school physical education courses emphasize the application of a variety of movement forms (locomotor, non-locomotor, manipulatives) in a wide range of adapted and modified sports and game activities.

One year of physical education is required in high school. High school physical education courses emphasize the acquisition of skills required to participate competently in a variety of lifetime physical activities and physical fitness experiences.

| Grade Level | Years required |
|-------------|----------------|
| 9-12 | 1 |

FACILITIES

It is essential that facilities be sufficient to accommodate a quality program. Each school should have a master plan which includes an immediate and long-range-plan for physical education, community, and school recreation facilities. Such a plan would include fixed equipment and activity areas. Priority for development and maintenance should be given in the following order: 1) Physical education instructional program; 2) School recreation including recess, noon, and before and after school supervised play; and 3) Community recreation.

At the elementary level, separate areas for each age should be planned with suitable sized apparatus and sufficient teaching stations to provide instruction and play in all types of physical activity. These separate areas should be planned in relationship to classroom use as well as morning, noon, and after school activities. Play areas should be as close to the classrooms of the children using them as is practical in relationship to noise, traffic, and orientation of the total site.

Courts and playing fields should be laid out to run north and south, so that players need not face the sun. Softball diamonds should be laid out so that the diagonal between home plate and second base runs in a north to south direction.

Line markings are necessary for games, such as basketball, paddle tennis, and volleyball. These lines should be painted on the hard surfaced areas. Also, circles, squares, and parallel lines frequently used in physical education should be permanently marked on hard surfaced areas. On turf or dirt courts, the lines should be marked with a white powdered material (gypsum) using a line marking cart. Dimensions of field and court areas should be appropriate for elementary school children. The court and field layouts for most of the common games can be found in the appendix.

An indoor area suitable for physical education, gymnastics, rhythmical activities, and for semi-active games should be available in each elementary school. In large schools, it may be necessary to have two such areas. As a means of supplying such space, plans for a new school or additions to an old plant should include a physical education room.

Physical education personnel should see that facilities, equipment, and supplies meet the needs of the program. Although the success of any program depends upon the qualifications of the persons who organize and conduct the activities, schools should continually strive to provide adequate facilities, equipment, and supplies. The broad program requires such

facilities as athletic fields, swimming pools, gymnasiums, and courts. Standards for these have been published in the Department of Education's *Educational Specifications and Standards for Facilities*. The administrator will be responsible for adopting regulations governing their efficient use once they are provided. Playgrounds are either a part of the school facilities or the nearby public parks, gymnasiums, or indoor areas used with permission for various school activities. Teachers and students must all be made familiar with these regulations.

The facilities should be adequate in size and location, furnished with the necessary equipment, and maintained in a sanitary and safe condition. The efficient teacher inspects the facilities and equipment regularly, and reports unsafe or unsanitary conditions to the department to promote good hygiene. Facilities must be accessible and usable by persons with disabilities or other conditions that may limit mobility.

EQUIPMENT AND SUPPLIES

One of the essentials in good physical education teaching is to ensure active participation by all participants as much as possible. It is therefore imperative that a sufficient quantity of supplies and equipment be provided so students do not have to stand and wait their turn to learn a particular skill. The supplies and equipment should be provided through the school budget. Special attention to policies involving purchase, storage and issue, care and maintenance, records and inventory is necessary if maximum use and return from the allocated budget are to be realized.

Funds available, philosophy, and facilities may not permit every school to provide for all of the equipment and supplies. Also, there are differences of opinion about the ratio of various types of materials to the number of participants. However, in quality physical education programs, a 1:1 ratio of equipment to students is recommended.

At the elementary level, central storage of equipment and supplies is desirable. Teachers would be better assured of having sufficient material if all equipment and supplies were stored in one place. Perhaps the greatest disadvantage of this plan would be the availability of storage space where the supplies and equipment are easily accessible for both indoor and outdoor use. With many classrooms using the supplies, good controls are necessary. A check-in, check-out, system must be planned, responsibility for keys must be determined and regular inspection for maintenance and repair must be established.

At the secondary level, the amount of essential equipment and supplies depends upon the number of activities offered in the program, number of teaching stations used at the same time, class size, student enrollment, and teacher load.

It is the responsibility of the teaching staff to make the best possible use of the facilities and equipment, to maintain them in safe and sanitary conditions, and to provide careful supervision while they are being used. Similar to ensuring that the teaching environment is

hazard free or minimized, teachers need to be aware of the condition of their equipment and supplies.

MEDICAL EXAMINATION

A medical examination is required of all students for school entrance except for religious objectors. Although medical examinations following the entrance examinations are not required, it is recommended that students have an examination at least once every three years—before entrance, in the fourth, seventh, and tenth grades.

The health status of the students must be evaluated in order to prevent injury and to provide for maximum development. The pertinent information on the medical information forms is essential to initiate programs which will help and not harm students.

FIRST AID

Every school should have a planned, written program to take care of emergencies. The plan should include provisions for immediate and temporary care with notification of parents. Basic first aid supplies and a system of communication should also be readily available.

If the ill or injured student is to be sent home or elsewhere, transportation is to be arranged for by the parents. Everyone should be informed of a program's or school's emergency procedures.

MEDICAL EXCUSE

Students with temporary health conditions such as colds or muscle strains should be encouraged to participate moderately in activities of a less strenuous nature or should be excused only with written and/or verbal permission from a practicing physician.

SAFETY GUIDELINES

Safety is achieved to a significant degree by providing students with attitudes, skills, and knowledge about hazards and their control. It is a moral as well as a legal obligation for teachers to be responsible so that students will attain the benefits of participation in physical activities and be kept free from harm.

ADMINISTRATION AND SUPERVISION

To reduce accidents in a school's physical education, athletic, and recreational programs, the school administration can carry out specific measures.

1. In program planning and scheduling, avoid overcrowding classes.
2. Expedite the repair of equipment, supplies, and facilities and carry out plans for structural changes which will benefit the program.
3. Frequently visit classes to familiarize self with the various safety aspects of the program.
4. Exercise supervisory duty with regard to physical education teachers and coaches.

The physical education staff is responsible for insuring safety within the various facets of the program.

1. Adopt uniform procedures for reporting, recording, and investigating all accidents within the program.
2. Provide and maintain safe equipment and facilities.
3. Provide first aid and emergency treatment for all injuries.
4. Provide safe transportation when participating in extramural competition.
5. Instill in students, desirable attitudes, knowledge, and skills concerning safety, such as:
 - a) Recognition of hazardous situations and their prevention and/or control.
 - b) Avoidance of unnecessary risks.
 - c) Carrying out of rules and regulations in sports and athletic participation.
 - d) Understanding of the importance of appropriate amount and types of warm-ups and conditioning, as well as proper skill development.
 - e) Recognition of the necessity for being alert during activity participation.
 - f) Understanding of the importance of wearing protective equipment and personal equipment prescribed for the various activities.
 - g) Learning of activity techniques by progressing from the simple to the more complex in appropriate stages.

PROGRAM GOALS

The goal of physical education is to empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activity. The outcome of this goal is the definition of the physically educated person (NASPE, 2004). This definition includes five major focus areas, specifying that a physically educated person.

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

The HCPS III for Physical Education are derived from the National Content Standards developed by the Physical Education Standards and Assessment Task Force; it began its work in the spring of 1992 and has continued to review the content standards nationally.

2. THE PHYSICAL EDUCATION STANDARDS

THE NEED FOR STANDARDS

“A high-quality physical education program is good for children’s health and healthy children learn better.”

–*Judith C. Young, 2003*

Physical education is the discipline that teaches pupils the knowledge and skills to be physically active and competent movers. Physical education is not unstructured recess or free play (Siedentop & Tannehill, 2000). It is a content area that uses a foundation of appropriate instructional practices to promote and facilitate the attainment of movement skills and physical fitness for the development of healthy lifestyles. It is a unique academic content area that encompasses the psychomotor, cognitive and affective learning domains and whereby teachers and pupils utilize a myriad of teaching and learning strategies to promote the quality of life and healthy lifestyle principles.

A defining outcome for physical education is to promote the essence of lifelong physical activity that supports the “quality of life” principle. The quality of life concept is further supported by the United States Department of Health and Human Services (USDHHS) in its report by the Surgeon General. Most important are the benefits that are derived from physical activity. Knowing the facts about the state of our nation’s children with regard to obesity, poor nutrition, physical inactivity, and a sharp decline in physical education in schools, the Surgeon General’s Report specifically outlines the facts, benefits and recommendations to improve the quality of physical activity for children. The importance of physical education programs is further strengthened by the Centers for Disease Control (CDC) support of quality physical activity in an effort to decrease chronic diseases associated with inactivity. The lack of meaningful physical activity by today’s children has become a major health risk. Conditions related to their sedentary lifestyles, including (but not limited to) diabetes, high blood pressure, obesity, depression, and anxiety are increasing and having a negative influence on their school performance (Young, 2003).

Data accrued from an obesity study conducted by the University of Hawaii at Manoa (UHM), Department of Kinesiology and Leisure Science (KLS) indicate that the majority of Hawaii’s school-aged children are overweight and at risk for being obese and are, in fact, almost double that of the nation as a whole (Chai & Ho, 1999). The participation of our youth in physical activities has declined over the years and more sedentary lifestyles have compounded the problem of childhood obesity. A further disparity exists between genders as it has been shown nationally that boys are engaged much more often than girls in moderate to vigorous physical activity. A quality physical education program can help to combat this alarming trend. The creation of Content Standards and Performance Outcomes is deemed

necessary and vital for a high-quality physical education program that will improve the quality of life for all children.

THE SETTING OF THE STANDARDS

To ensure that HCPS III is clear and usable, the Hawaii State Department of Education used the following guidelines adapted from the National Association for Sport and Physical Education (NASPE). NASPE appointed the Outcomes Committee to answer the question, “What should students know and be able to do?” Their work culminated in the development of the definition of the physically educated person. NASPE developed and adopted these five major areas into the National Content Standards in Physical Education (NASPE, 2004).

The physically educated person

1. Has learned skills necessary to perform a variety of physical activities

- Moves using concepts of body and space awareness, effort, and relationships
- Demonstrates competence in a variety of manipulative, locomotor, and non-locomotor skills
- Demonstrates competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others
- Demonstrates competence in many different forms of physical activity
- Demonstrates proficiency in a few forms of physical activity
- Has learned how to learn new skills

2. Is physically fit

- Assesses, achieves, and maintains physical fitness
- Designs safe personal fitness programs in accordance with principles of training and conditioning

3. Does participate regularly in physical activity

- Participates in health-enhancing physical activity at least three times a week
- Selects and regularly participates in lifetime physical activities

4. Knows the implications of and the benefits from involvement in physical activities

- Identifies the benefits, costs, and obligations associated with regular participation in physical activity
- Applies concepts and principles to the development of motor skills
- Understands that wellness involves more than being physically fit
- Knows the rules, strategies, and appropriate behaviors for selected physical activities
- Recognizes that participation in physical activity can lead to multicultural and international understanding
- Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication

5. Values physical activity and its contribution to a healthful lifestyle in order to pursue a lifetime of healthful physical activity.

- Appreciates the relationships with others that result from participation in physical activity
- Respects the role that regular physical activity plays in the pursuit of lifelong health and well-being
- Cherishes the feelings that result from regular participation in physical activity (NASPE, 1990).

THE ORGANIZATION OF THE STANDARDS

There are four physical education content standards that were adopted from the recently revised national content standards. The standards clarify and establish what a student should know and be able to do as a result of a quality physical education program. They also help to establish teacher-friendly guidelines for instructionally integrated assessment in the teaching/learning process. The physical education content and development process terms are embedded in the standards.

PHYSICAL EDUCATION STANDARDS AT-A-GLANCE

1. **MOVEMENT FORMS:** Use motor skills and movement patterns to perform a variety of physical activities.
2. **COGNITIVE CONCEPTS:** Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. **ACTIVE LIFESTYLE:** Participate regularly in physical activity.
4. **PHYSICAL FITNESS:** Know ways to achieve and maintain a health-enhancing level of physical fitness.

TOPICS IN PHYSICAL EDUCATION

- **Fundamental Skills:** Basic skills including locomotor (e.g. running, walking, jumping, skipping, hopping, sliding), non-locomotor (twisting, balancing, pushing, pulling), and manipulatives (throwing, catching, striking, kicking).
- **Safety and Social Skills:** Basic skills relating to the achievement of positive safety and social interaction.
- **Modified and Lead-up Games and Activities:** Experiences including small-sided games, adventure, cooperative play, rhythm, dance.
- **Resistance Training:** Training using developmentally appropriate apparatus and body weight activities.
- **Fitness and Conditioning-Related Activities:** Conditioning principles and cross-training involving health-related fitness components.
- **Team Sports:** Traditional and non-traditional experiences concerning team games.

- **Individual, Dual, and Lifetime Activities:** Traditional and non-traditional physical activities for lifetime participation.

CONTENT AREAS IN PHYSICAL EDUCATION

Aquatics

A certified instructor teaches basic skills in a sequential manner. Students develop competence in basic swimming skills, survival skills, and water safety. Efforts are made to use community resources where pools are not part of the school facility.

Movement Forms

Fundamental movement skills include locomotor skills (e.g., running, walking, hopping), non-locomotor skills (e.g., balancing, twisting, bending), and manipulative skills (e.g., striking, throwing, catching) that are used alone or in combination to participate in and enjoy physical activity. Through appropriate instruction, opportunities to practice, and encouragement, these skills will become more efficient and refined as the child progresses through their elementary, middle and high school years.

Field and Invasion Games

Field and invasion games emphasize the strategic concept of “invading” another team’s goal, basket, or end zone. Such games include soccer, flag football, basketball, and ultimate Frisbee. While these games have different skills involved, the strategic nature of each game demonstrates similar field and invasion tactics and strategies.

Net and Wall Games

Net and wall games involve activities highlighting the use of nets or walls. More specifically, volleyball, tennis, and badminton use nets that separate individuals or teams. Though the skills used in each differ, these games share similar tactics and strategies as Field and Invasion games.

Target and Striking Games

Target and striking games incorporate throwing or striking at a target, often employing an instrument or tool. For example, golf, archery, and baseball are common target and striking games. Note that either a target or use of a racket, bat, or other implement is required to participate in these activities.

Gymnastics and Tumbling

Selected gymnastics and tumbling activities encourage students to sequentially develop skills appropriate to their ability and confidence level. Students are taught the elements of body management and are provided opportunities to combine skills in performances of routines that combine all of the elements of basic body management and fundamental movement.

Rhythm and Dance

A variety of dance forms, including but not limited to modern, jazz, folk, square, line, social, and creative forms, representing a variety of cultures are incorporated into the program. Equipment such as lummi sticks or ribbons may be used to facilitate movement.

Adventure and Outdoor Education

More school districts are experimenting with various adventure and outdoor education activities. Activities, such as trust and team building activities for communication and problem solving, wall climbing to instill cooperative learning and enhance fitness, hiking for recreational pursuits, ropes courses, and camping are just a few examples of an adventure education program. The benefit of these types of programs is their non-competitive and community building nature. Individual students compete against themselves and their threshold for risk taking, not against each other.

DEVELOPMENTAL PROCESS TERMS

- **Explore (Ex):** The student develops an initial awareness of the task by experimenting with a variety of movement possibilities. There is no one correct way or one correct answer (e.g., a student may demonstrate the critical elements of skipping in an immature form.)
- **Introduce (I):** The student learns about the various skills and concepts, differences between movements and how they are performed (e.g., a student can identify the critical elements of skipping in a mature form versus an immature form).
- **Reintroduce (RI):** The student uses a mature form and reviews various skills and concepts refining parts for increased efficiency and performance (e.g., a student demonstrates critical elements of skipping in a mature form).
- **Apply (A):** The student uses learned movement in varying contexts such as with a partner and/or in a small group, with changing concepts such as speed, levels, using manipulatives, etc. (e.g., a student demonstrates a mature form of skipping while changing speed, levels, using manipulatives).
- **Emphasize (E):** The student pinpoints or highlights aspects of movement for further refinement in skills and knowledge in physical activities (e.g., a student modifies and applies the skip in executing a basketball lay-up).
- **Reinforce (R):** The student reviews and addresses proper form and acquires more information for further improvement and knowledge. Knowledge at this point should be at a level where students demonstrate qualities of a physically educated person and are able to continue a physically active lifestyle (e.g., a student refines and practices a basketball lay-up for play at a recreation and/or competitive level).

DESCRIPTION OF THE STANDARDS BY GRADE LEVEL

PHYSICAL EDUCATION IN KINDERGARTEN

The focus for kindergarten students is on learning basic body control while exploring and learning to move their body in a variety of ways, with and without different pieces of equipment. This includes locomotor, non-locomotor, and manipulative movements. Students become more aware of their growing abilities in the areas of different motor skills, they learn about qualities of movement (e.g., direction, space, force), and moving safely with others.

Movement Forms

Kindergartners should be able to demonstrate most of the locomotor and non-locomotor skills at an initial level. Basic body control relative to personal space and moving in the general space are explored and introduced.

Cognitive Concepts

Students explore and are introduced to basic movement concepts such as direction, body part, space, and relationships to objects and others. Further, they learn the names of locomotor, non-locomotor skills, manipulative skills and basic elements of each.

Active Lifestyle

Students should be encouraged to actively participate during recess and other unstructured times.

Physical Fitness

Students explore and experience physiological effects of participation in moderate-vigorous activity (e.g., sweating, faster heart beat, etc.). Bouts of movement should be done in short yet frequent intervals.

PHYSICAL EDUCATION IN FIRST GRADE

First grade students continue to develop basic body control, fundamental movement skills, and concepts. Students continue learning about their growing abilities and qualities of movement. They should be able to perform all of the locomotor and non-locomotor skills at an initial level.

Movement Forms

In most fundamental patterns, students are evolving from initial levels of maturity and should be developing the ability to control the use of a pattern. They can demonstrate a variety of

locomotor skills. Body control and movement in a large group should improve. Manipulative skills will tend to be at the initial level.

Cognitive Concepts

Students begin to increase their knowledge and awareness of movement concepts. They can move in the general space in different ways alone and safely with a partner. Their knowledge of the locomotor, non-locomotor, and manipulative skills is such that they can name each skill when it is demonstrated. They also become more aware of critical features of the different skills (e.g., two feet to jump, opposite foot forward when throwing, watch object into hands)

Active Lifestyle

Students should be encouraged to actively participate during recess and other unstructured times. They can begin to identify and explore physical activities during non-school hours.

Physical Fitness

Students sustain physical activity for short periods of time with frequent breaks. They recognize physiological signs associated with engagement in moderate-vigorous physical activity. In addition, they begin to explore the components of health-related fitness through locomotor skills and activities that use body weight (e.g., animal walks, holding simple body part balances).

PHYSICAL EDUCATION IN SECOND GRADE

Second grade students learn to demonstrate critical elements of movement forms in locomotor skills. Students are introduced to basic concepts of health promotion, such as the relationship between nutrition and physical fitness. They learn to work in a group to complete a variety of tasks or assignments and continue to apply rules, procedures, and safe practices during class time.

Movement Forms

Students should be able to demonstrate mature patterns in most if not all of the locomotor and non-locomotor skills. They vary the manner in which skills are performed and begin to use skills in combinations with each other. Mature forms of basic locomotor patterns are demonstrated while only a few of the manipulative skills may be performed at a mature level. Skills can be demonstrated with a partner.

Cognitive Concepts

Students are able to identify and apply movement concepts of space, effort, and relationships that vary the quality of movement which allows them to change their performance of locomotor, non-locomotor, and manipulative skills. They are also able to use feedback to improve their performance of various movement skills.

Active Lifestyle

Students should be able to identify physical activities that they can do during unstructured times and participate in those that they enjoy. They should be encouraged to participate on a regular basis.

Physical Fitness

Students continue to explore the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). They sustain moderate to vigorous physical activity for longer periods of time. An awareness of pacing during cardiorespiratory activities grows and exercises related to stretching and flexibility, muscular strength, and endurance using body weight are continued.

PHYSICAL EDUCATION IN THIRD GRADE

Third grade students begin to learn and demonstrate more mature movement forms. Students also learn more age-specific skills and the health benefits of physical activity. They begin to learn game strategies, rules, and etiquette.

Movement Forms

Students can perform all of the locomotor and non-locomotor skills with mature form and selected manipulative skills with mature form. They can demonstrate most of the critical elements in movement combinations. They can move to a rhythm and can perform a sequence with at least four non-locomotor movements.

Cognitive Concepts

Students understand and apply movement principles of relationship while moving alone and with a partner in space. Safe participation in small group games and activities is demonstrated.

Active Lifestyle

Students develop positive attitudes toward being physically active. They explore engaging in physical activity regularly.

Physical Fitness

Students complete an appropriate version of a health-enhancing physical fitness assessment. They are introduced to fitness and conditioning activities and should be able to sustain moderate to vigorous physical activity for longer periods of time. Students should be able to identify several benefits of participation in physical activity.

PHYSICAL EDUCATION IN FOURTH GRADE

Physical education in fourth grade is built upon what has been learned in the early grades and focuses on refining movement skills and performing them more efficiently. They are able to

combine locomotor and manipulative skills in dynamic situations with body control. Students can identify the components of health-related fitness and they begin to identify sources of health-related fitness information and continue to learn about appropriate behaviors in physical activity settings.

Movement Forms

Students demonstrate mature motor patterns for the basic locomotor, non-locomotor, and most manipulative skills. They acquire some specialized skills (e.g., throwing a Frisbee, hitting a ball with a racket or paddle) and are able to use those skills with a partner.

Cognitive Concepts

Students use critical elements to refine personal performance of fundamental and selected specialized motor skills and begin to provide feedback to others. They identify and apply concepts that impact the quality of movement performance (e.g., trajectory, speed, etc.) in increasingly complex movement situations.

Active Lifestyle

Students begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. They are aware of activities they enjoy and participate to improve their own personal skill and enjoyment and, in turn, choose to participate in physical activities outside of the physical education class.

Physical Fitness

Students match different physical activities with underlying health-related physical fitness components. They sustain moderate to vigorous physical activity for longer periods of time. They interpret and understand the implications related to fitness.

PHYSICAL EDUCATION IN FIFTH GRADE

Fifth grade students demonstrate competence such as improved accuracy in manipulative skills. They continue to assume responsibility for their own safety and the safety of others. Additionally, they begin to match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, type, and time.

Movement Forms

Students understand and demonstrate critical skill elements of movements and perform different types of movement sequences alone and with others. Specialized skills, as they relate to various modified games and activities, are demonstrated.

Cognitive Concepts

Students apply principles of accuracy, force, and follow-through when projecting objects. They identify and demonstrate basic offensive and defensive tactics and strategies. They offer and receive performance feedback to enhance learning.

Active Lifestyle

Students identify social and psychological benefits from participating in physical activity and participate in a personal physical activity of their interest. They also readily participate in school physical activities.

Physical Fitness

Students describe the short and long term benefits of engaging in regular physical activity. They can interpret the results of a fitness assessment, identify physical activities that are enjoyable and related to each component of health-related fitness, and engage in various fitness enhancing activities.

PHYSICAL EDUCATION IN INTERMEDIATE/MIDDLE SCHOOL

The intermediate and middle school physical education program is organized around courses of study by semester that allow all students to meet the 6-8 grade cluster benchmarks. Middle schools also have a quarter option. The intermediate or middle level physical education courses emphasize the application of a variety of movement forms (locomotor, non-locomotor, manipulatives) in a wide range of adapted and modified sports and games. Physical education provides opportunities to apply combinations of movement forms starting at a basic level and working towards more complex and changing situations. By the end of the eighth grade, physical education students will have acquired many of the specialized skills required to participate in a variety of sports and games. In addition, physical education courses enable students to make the connections between physical activity and the many health-enhancing benefits of exercise. Students develop a working knowledge of a variety of training and conditioning principles to choose activities and exercises that improve health and well-being.

PHYSICAL EDUCATION IN HIGH SCHOOL

High school physical education courses emphasize the acquisition of skills required to participate competently in a variety of physical activities including physical fitness experiences and target, invasion, net, field, and aquatics games and sports. The physical education courses enable students to use biomechanical concepts and scientific principles to analyze and improve the performance of self and others. Students assess personal fitness status in terms of the health-related fitness components and learn about setting appropriate personal and group goals and strategies for overcoming barriers to regular participation in physical activity. The physical education courses empower students to maintain and improve their own physical fitness, motor skills, and knowledge about physical activity, and help others achieve the same. As a result, students willingly participate in games, sports, dance,

outdoor pursuits, and other physical activities inside and outside of the school setting that contribute to the improvement or maintenance of wellness.

Movement plays such an important role in the learning process that it should not be discounted as something only for health maintenance. Physical educators have a unique role in that all domains—cognitive, affective, and psychomotor—are targeted in each lesson. Interdisciplinary teaching can be done through the use of movement and physical activity. Physical educators can build on the past and shape the future of physical education. As reported by Seefeldt (1986), children who are physically fit tend to have higher grade point averages than those who are not as fit. If a goal of physical education is for well rounded and informed individuals prepared for the workforce, then physical as well as mental competence are foundational points to all areas of life.

THE RELATIONSHIP BETWEEN THE PHYSICAL EDUCATION STANDARDS AND THE GENERAL LEARNER OUTCOMES (GLOs)

The GLOs are the overarching goals for all grade levels and content areas. The outcome for the GLOs is for learners to lead full and productive lives. Physical education’s content and performance standards support the learner’s progress towards attaining the GLOs. The relationship between the physical education standards and the general learner outcomes is indicated in the following table. The Xs indicate the general learner outcomes met in each of the physical education standards.

| General Learner Outcomes | Physical Education Standards | | | |
|--|-------------------------------------|--------------------|------------------|------------------|
| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
| Self-Directed Learner | X | X | X | X |
| Community Contributor | | X | X | |
| Complex Thinker | | X | X | X |
| Quality Producer | X | X | X | X |
| Effective Communicator | | X | X | |
| Effective and Ethical User of Technology | | | X | X |

3. ASSESSMENT, CURRICULUM, AND INSTRUCTION

STANDARDS-BASED ASSESSMENT

Assessment has been a major focus of education over the past decade with schools and school districts developing assessment systems (classroom based, exit, and state graduation assessments) which reflect state and national content standards. Numerous documents have been developed to provide teachers with appropriate and useful tools to assess student achievement.

Teacher decisions are based primarily on ongoing individual assessment of children's performance as they participate in physical education classes. This information is used to individualize instruction, plan yearly curriculum and weekly lessons, communicate with parents, identify children with special needs, and evaluate the program's effectiveness. Individual children's evaluations are obtained through a variety of assessment techniques that assess children's cognitive and affective learning as well as their physical performance. Many different forms of assessment, including checklists, self and peer assessment, portfolios, and student journals are incorporated in the process.

ASSESSMENT CONSIDERATIONS IN THE CLASSROOM

Assessment is an essential part of the learning process and should be viewed as a collection of data to measure learning. The purpose underlying the use of specific assessment tools (e.g., quizzes, fitness tests, rubrics) is closely related to the objectives of what is being taught in order to most appropriately provide feedback to the learner, modify/re-focus lessons, and provide opportunities for improvement. The following give further details on assessment.

Who

- Teachers should have a clear focus as to what the purpose for the assessment is and how it relates to the learning objectives for the unit and each lesson.
- Students should have a clear understanding of what they will be learning and be held accountable for each lesson and unit.
- Students should be taught to conduct self and peer assessments to supplement teacher-based assessments.

What

- Teachers should assess student attainment of the four standards for physical education.

When

- Assessment should be a continuous, on-going event for monitoring student learning.

- Assessments should be formative (daily, weekly, and monthly) as well as summative (at the end of units).
- Individual and group learning needs should determine when the assessments are done.

Where

- Assessment of student learning should occur not only inside a classroom but also on the field; (e.g., in a gym, on a court, within games, in practice opportunities).
- Assessments should be done in a supportive atmosphere that encourages optimal student performance and effort.

How

- Standardized assessments have a role; however, they should not be used as the sole measure to determine a grade.
- Teacher-made assessments should have a clear focus as to their purpose and how they relate to the learning objectives for each lesson and unit.
- Students can assess themselves as well as each other for formative assessments.
- Demonstration of skills during an activity or game play should also be assessed. This type of assessment may be more appropriate than an isolated skills test, depending on the learning objectives.
- Informal and formal assessments should be used. An informal assessment may be a teacher-made test for a particular skill or activity, or game play used by teams or groups of students for the purpose of assessing each other's skills. Formal assessments may also be teacher-made or adapted from an existing published instrument for use in assessing skills during game play or activities.
- Ongoing assessments may be non-graded checks to help students and teachers see how the students are doing (e.g., daily checklist of activities related to what is being taught).

Why

- Assessment should exhibit what students know, insure learning through documented changes, show student progress and shape instruction.
- Teachers should select assessments based on what students need to know and do.
- Assessments should also be implemented by teachers to examine the effectiveness of their program and to examine their teaching effectiveness.

OTHER CONSIDERATIONS

The following areas should also be considered when preparing for assessments.

Achievement

Assessment is based upon clearly defined student goals related to appropriate (psychomotor, cognitive, and affective) content. Criteria for determining student achievement are clearly identified. Student grades are based upon the achievement of benchmarks related to the content standards.

Physical Fitness Assessment

Physical fitness assessment is part of the ongoing process of helping children understand, enjoy, improve and/or maintain their physical fitness and well-being. Test results are shared privately with children and their parents as a tool for developing personal goals and strategies for maintaining and increasing the respective physical parameters. As part of an ongoing program of physical education, children are physically prepared in each fitness component so they can safely complete the assessments.

Techniques for Assessment

Assessment covers all three domains of learning (psychomotor, cognitive, and affective) and a wide variety of techniques which may include: skills tests, written tests, reflective journals, check lists, portfolios, case studies, videotape analysis, oral reports, peer or teacher observation, fitness appraisals, interviews, discussions, group projects, demonstrations, and student developed and/or selected techniques. Authentic assessments are a major part of the assessment of student learning.

Outside of Class Activity

Learning experiences include outside of class activities that extend and provide practice and reinforcement of skills and knowledge presented in class.

Interpretation of Program to Public

Student achievement results and program goals and objectives are conveyed to administrators and the public. Physical Education and physical activity is promoted to the school and community.

Class Attire

Dress should not be a factor in determining grades or the opportunity to participate. Students are requested to dress appropriately for safe participation in specific activities. Safe and appropriate swimming suits may affect participation in aquatic activities.

SAMPLE STANDARDS-BASED ASSESSMENTS

| Strategy | Description | Example |
|------------------|---|--|
| Student Project | Students engage in building a scenario, determining goals, planning a program of participation to achieve outcomes, and implementing the plan to the completion of the goals. | <ul style="list-style-type: none"> ● Personal Fitness Program |
| Student Log | Students record performance of specific behaviors over a period of time. Information may show performance changes, sequence of behaviors, choices, feelings, documentation of conditions, progress, process, and/or regularity of participation. | <ul style="list-style-type: none"> ● Wall Chart ● Personal Activity Log |
| Student Journal | Students record participation, results, responses to, feelings, perceptions, or reflections about actual happenings or results. Entries, made at regular intervals over time, may serve as indicators of success, failure, benefits, and/or other intangible products of participation. | <ul style="list-style-type: none"> ● Daily or Weekly Journals ● Physical Activity Journals |
| Parental Report | Students record regularity, progress, process, or product of participation that has been verified by the parent(s). The report may include verification by signature or anecdotal comments of the parent or person who has observed the out-of-class performance. | <ul style="list-style-type: none"> ● Parental Report Form |
| Interview | One-to-one discussions are held with a planned sequence of questions to obtain information. Most often occurs as teacher-to-student interviews for the purpose of obtaining information on a student's thoughts, feelings, and understanding. | <ul style="list-style-type: none"> ● Teacher-to-student ● Student-to-student ● Student-to-parent ● Student-to-community member ● Student-to-coach |
| Peer Observation | Students observe other students to assess competence in performance of a skill and demonstration of selected critical elements of the skill. It is most often used for the observation of critical skill elements that lead to a mature execution of a particular skill. | <ul style="list-style-type: none"> ● Peer-to-peer coaching |
| Self-Assessment | Students assess their personal progress as opposed to being assessed by the teacher or by another student. Self-assessments may include for levels of performance and participation, and likes and dislikes in activities. | <ul style="list-style-type: none"> ● Rating scales ● Questionnaires |

| Strategy | Description | Example |
|--------------------|--|---|
| Written Assessment | Written tests are used to examine comprehension, application, analysis, synthesis, and evaluation of knowledge. | <ul style="list-style-type: none"> • Multiple Choice • True/False • Matching • Essay or short answer |
| Group Project | Several students work cooperatively to complete a project. As opposed to an event task that can be completed in a single class period, the group project usually takes more than one class period to complete and may include time spent outside of class. | <ul style="list-style-type: none"> • Group performance • Creation of a new game |
| Portfolio | Portfolios are collections of a student's work assembled over time (Feuer & Fulton, 1993). They include various pieces of evidence documenting student achievement of a goal. | <ul style="list-style-type: none"> • Fitness Portfolio |
| Role-Playing | Students are given a scenario and asked to role-play the characters or act out the situation that has been set for them. The dialogues can be written or verbalized. | <ul style="list-style-type: none"> • Meeting with Major League Baseball owners/mascots • Situational—football/basketball game |
| Event Task | An event task is a performance task that can be completed within 50 minutes. The task is written broadly enough so that there are multiple solutions or many possible correct answers. | <ul style="list-style-type: none"> • Organizing a half-time show • Development a dance routine |
| Observation | Student performances are observed with specific goals and objectives in mind. | <ul style="list-style-type: none"> • Anecdotal records • Checklists • Rating scales • Scoring rubric |

Adapted from National Association for Sport and Physical Education, 1995.

Name: _____ HCPS III Code: K-2.1.1 Date: _____ Grade: K-PE

Sample Teacher Checklist: Movement Forms – Locomotor Skills

Critical skill elements of mature basic locomotor skills:

- Walking:
 - arms move in opposition to legs
 - one foot is always in contact with the ground
 - footstrike is made on the heel of the foot
 - push off of toes with each step
- Running:
 - arms move in opposition to legs with elbows bent
 - brief period where feet are off the ground
 - narrow feet placement landing on heel or toe
 - non-support leg bent approximately 90 degrees
- Galloping:
 - arms bent and at waist level
 - step forward with lead foot followed by a step with the trail foot to a position adjacent to or behind the lead foot
 - brief flight stage
 - heel-toe contact
- Hopping:
 - arms are bent at elbows approximately 90 degrees
 - non-support leg is bent approximately 90 degrees behind body
 - support leg bends on take-off and landing
 - landing is made on the ball on the foot
- Jumping:
 - two foot take-off
 - bend knees and swing both arms back simultaneously
 - feet contact surface at the same time
 - bend knees at landing with feet shoulder width apart
- Leaping:
 - must have a lead leg and a trail leg
 - push upward and forward with the trail leg; stretch and reach with your lead leg
 - lean forward slightly at the trunk as you leap
 - alternate your arm action with your leg action
- Skipping:
 - step and hop up on the same foot; and do the same on the other foot
 - lift your knee sharply upward to a 90 degree angle
 - swing your arms upward in time with your legs
 - body should be upright throughout
- Sliding:
 - step to the side and draw the other foot up quickly to the first foot
 - repeat the action with the same foot (lead foot)
 - move on the balls of your feet
 - knees are slightly bent and body bent slightly forward at the waist

Adapted from Vonnie, A., Colvin, N, Egner-Markos, N.J., & Walker, P. (2001) and Gallahue, D.L. & Domelly, F.C. (2003).

Name: _____ HCPS III Code: 3-5.1.2 Date: ___ Grade: 3-PE

Sample Peer-Assessment Movement Form: Overhand Throw

| SKILL: | MET | NOT YET MET | I NOTICED. . . |
|---|------------|--------------------|-----------------------|
| 1. READY POSITION Was the ball in front of the body? Were eyes looking at the target? | | | |
| 2. ARM POSITION Were wings spread? | | | |
| 3. TRUNK Was there a twist/untwist at the waist/hips when the throw was made? | | | |
| 4. OPPOSITION When ball thrown with the right hand, did the left foot step forward? When ball thrown with the left hand, did the right foot step forward? | | | |
| 5. FOLLOW-THROUGH After the ball was released, did the arm continue to move downward and across the body? | | | |
| 6. FLOW Was the overall throwing motion smooth and fluid or was it jerky? | | | |

My next steps to improve my overhand throw: _____

Assessed by: Observation Teacher Video
Self Partner Other _____

Adapted from assessments submitted by Lolly Romano, Honolulu District Resource Teacher, Adapted Physical Education.

Name: _____ HCPS III Code: 6-8.1.1 Date: _____ Grade: 6-PE
 Observer: _____ Person Observed: _____ Period: _____

Sample Peer-Assessment Movement Form: Basketball Skills

Instructions: Observe your partner during the modified basketball activity and reflect on and rate his/her performance accordingly. Please observe the performance of the skill and not the success of the attempt.

Rating Scale:

| | |
|--|--|
| <p>4=Over the top!</p> <ul style="list-style-type: none"> • Consistently performs the skills correctly. • Performance appears smooth. | <p>3=Full on!</p> <ul style="list-style-type: none"> • Usually performs the skills correctly. |
| <p>2=Almost there!</p> <ul style="list-style-type: none"> • Sometimes performs the skills correctly. | <p>1=Needs work!</p> <ul style="list-style-type: none"> • Has much difficulty performing the skills. |

Watch for: _____ Rating
Pivoting _____

- Pivoting on either foot without traveling.

Observations:

Technically Successful:

Passing _____

- Bends then extends arms, steps toward target, thumbs down after release.
- Uses more than one type of pass

Observations:

Technically Successful:

Dribbling _____

- Firm, controlled dribble with dominant hand.
- Able to perform dribble with non-dominate hand.

Observations:

Technically Successful:

Shooting _____

- Demonstrates proper technique, feet aligned, knees bent, arm & hand position.
- Ball should have back spin upon release and travel in an arc.

Observations:

Technically Successful:

Peer Reflection:

My partner did well on: _____

I can help my partner by: _____

Self Reflection:

My next steps toward improvement might include: _____

Name: _____ HCPS III Code: 9-12.4.2 Date: _____ Grade: 9

Sample Personal Physical Activity Log

| Date | Activity | Personal Comments | Hours/ Min. | Physiological indicators? |
|------|----------|-------------------|----------------|---------------------------|
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Explain (a) which components of health-related fitness are involved in each activity; (b) which activities provided the most personal and physiological benefits; and (c) why these activities might provide the greater benefits? _____

STANDARDS-BASED CURRICULUM

There are multiple curricula available for physical education programs. The driving force behind quality physical education programs is a curriculum in alignment with the standards. The physical education program curriculum should align with the HCPS III and the individual school's overall mission and vision. The following is not an exhaustive list of physical education curricula. However, it does highlight a few of the physical education programs that are aligned with local and national standards.

FITNESS-BASED EDUCATION

In light of society's growing problem with obesity, implementing a fitness/wellness/physical activity-based curriculum is not uncommon. Many schools across the country have begun to re-think their physical education program and re-structured it to include and target more fitness-based activities. While team and individual/dual sports are still a part of the curriculum, they do not play as dominant a role. In this type of curriculum, more emphasis is on teaching students about different kinds of activities related to fitness development, such as aerobics, water aerobics, walking, hiking, and others that are not necessarily sports and do not necessarily need a whole team or group of people to do. Also, students become knowledgeable about the various muscles in the body, the principles of fitness, how to start and maintain a program, and other components necessary for fitness.

Characteristics of Fitness-Based Education

- Relevant, meaningful activities are taught to students to help them to become more active and fit.
- Motivation is created by activities that are not only fun but also personally challenging. Students find enjoyment in performing the activity.
- Student logs or portfolios for record keeping are created to monitor progress in a formative manner. Seeing progress, or learning about how to continue to progress after a plateau, can be very motivating. A log or portfolio provides a great opportunity for teaching students' responsibility and reinforcing the use of concepts from other subject areas (e.g., English, math, science, art, technology).

Teacher's Role

Teaching is still an important part of this curriculum. Physical activity is not to be used as a form of punishment (e.g., running laps, doing push-ups) or as a deterrent from inappropriate behavior. The teacher should use other principles of behavior management. Correct form (e.g., for various exercises, activities) and current information (e.g., proper warm-up/cool down, stretches) should be presented to dispel any myths or misconceptions regarding fitness and health should be presented. The teacher's modeling of enjoying physical activity and use up-to-date concepts and activities are important in helping students gain a better understanding of physical activity and its effects on their health.

ADVENTURE-BASED CURRICULUM

This is an area that has been gaining in popularity in school physical education programs. Activities, such as hiking, rock climbing, and orienteering are just a few of the wide assortment of activities that exist in this curriculum. These are activities that can be enjoyed for a lifetime (Darst & Pangrazi, 2002).

Characteristics of Adventure-Based Curriculum

- Though many typical activities (e.g., ropes courses) are done off-campus, there are activities that may be done using facilities currently available. Ropes and other high risk activities are not required to introduce students to this curriculum.
- Off-campus facilities may be used by schools that are located near Parks and Recreation facilities.
- Use of community facilities not only helps to improve and increase collaboration between community agencies and schools, but also teaches students about what is available in their community and provides them with the skills to use those facilities.
- The activities used in this curriculum offer novelty for students, a sense of challenge and risk, social opportunities without competition, and opportunities to use and learn more about community facilities.

SPORT EDUCATION

Developed for school physical education programs, Sport Education is a model for curriculum and instruction that provides students opportunities to become confident and responsible sport participants and knowledgeable spectators.

Characteristics of Sport Education

- Seasons are used as a unit of instruction. Students learn to be competent game players. (e.g., sport skills, offensive and defensive knowledge, and movement). Students serve as referees or officials and scorekeepers as well as in other roles.
- For the length of a season, squads or teams should remain together. By keeping the same team members for an entire season, smaller learning communities within the larger class can be created which can help to promote team membership and a sense of belonging.
- Formal competition defines sport seasons with interspersed practice sessions. Full participation by all students is a guiding principle. It should be taken into consideration that those students who need the most practice and opportunities for success are often those who are eliminated first.
- A culminating event marks the end of a season. It should involved all participants and be a festive event that provides a great way to end a full season.
- Record keeping should be used as formative assessment. Team and individual goals may be set from these records. It is also a great form of accountability on the part of a teacher and his/her students.

- Each season should be as festive as possible. Team names or publicized records for each team may be posted. Articles or posters of an individual or team accomplishment could be posted. It is a great way to emphasize and honor the rituals and traditions of sport.

Teacher's Role

While students in this model do gain more responsibilities and roles, the teacher does not abdicate his or her responsibility. There is still work to be done in order to provide for smooth transitions, minimal levels of disruptions, and instruction and feedback where necessary. A teacher plans, models, and structures the environment in a way that will promote the principles of Sport Education. Students are taught how to perform their roles in addition to learning about the sport. Sporting values and fair play are modeled (Siedentop, 1994).

STUDENTS WITH DISABILITIES

The following suggestions show ways in which classrooms can appropriately meet the needs of students with disabilities. While these may focus on students with disabilities, no rule says they cannot also be used for students without disabilities. Adapting is good for physical education. These are listed in no particular order.

- Ask for suggestions. The students will know much better than anyone else what may work best.
- Modify rules, equipment, or a field or court. In this sense, small sided games may work better and safety and supervision may also be made more effective.
- Train and use peer tutors to help the student as needed.
- Maintain an open mind and positive attitude.
- Teach students to respect each others' differences and model this behavior yourself.
- Establish a learning environment that is welcoming and allows for students to be engaged in the activities successfully.
- Establish and maintain open communication with others in the department and in special education.
- Seek out other sources, such as publications, literature, and other professionals in education, and local, community, and state resources. Becoming a member of a professional organization (e.g., AAHPERD, HAHPERD) can help in networking and finding more resources.
- Participate in professional development opportunities (e.g., workshops, conferences).
- Access the internet to search for other resources.
- Document what was done. Write down everything tried and whether it worked or did not work.

STANDARDS-BASED INSTRUCTION

Appropriate instructional practices in physical education are those that recognize children's development and changing movement abilities. Children's past psychomotor, cognitive, and affective experiences are also recognized and accommodated in developmentally appropriate instruction. A variety of individual characteristics such as developmental status, fitness and skill levels, body size, and age are considered in designing lessons and selecting instructional strategies. Appropriate instruction in physical education incorporates the best-known practices, derived from both research and teaching experiences, into a pattern of instruction that maximizes opportunities for learning and success for all children. Quality lessons reflect the National Standards for Physical Education and local curricular direction in the design of physical education programs for children. Teachers evaluate student progress, thus accepting accountability for student learning.

THE THREE LEARNING DOMAINS ASSOCIATED WITH PHYSICAL EDUCATION

Physical education addresses three major learning domains: cognitive, psychomotor, and affective. The cognitive domain includes application of knowledge, skills, and rules. The psychomotor domain incorporates the development of the physical body, neuromuscular skills, and perceptual-motor skills. The affective domain involves the acquisition of attitudes, game appreciation, and values. All three domains significantly impact the teaching and learning process in physical education. Physical educators need to comprehend and utilize the importance of each domain in order to address the myriad of student learning needs. The attributes of these domains can be facilitated with a well-rounded physical education program. What drives these domains with its implications for student learning are the curriculum and physical educators.

The curriculum determines what is taught in physical education programs. Schools can select from a multiple list of proven physical education curricula. Yet the defining factors in driving the curriculum are based on standards and how these standards are met. The HCPS III were developed to assist every physical educator with baseline information on what students should know, learn, and be accountable for. A curriculum guide is not designed to formulate a cookbook approach to teaching and learning in physical education; instead it should be used to provide the fundamental knowledge, information, and skills that all students should attain in physical education.

APPROPRIATE PRACTICES FOR ALL LEVELS

Curriculum Decisions

The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children (National Standards). The curriculum includes a balance of skills and concepts in the areas of games, educational gymnastics, and rhythmical activities and dance. Teachers design experiences and select benchmarks to enhance the psychomotor, cognitive, and affective development of all children.

Learning Experiences

Teachers design lessons that provide frequent practice opportunities that are both meaningful and appropriate based on previous movement experience and maturation. These experiences enable individuals to develop a functional understanding of movement concepts (body awareness, space awareness, effort, and relationship) and provide opportunities for children to build competence and confidence in their ability to perform a variety of motor skills (locomotor, non-locomotor, and manipulative).

Refinement of Skills

Students participate in learning activities with the major focus of developing skills and knowledge that will facilitate safe, competent activity participation during daily tasks and leisure physical activity pursuits. Opportunities are provided to practice, combine skills into sequences, and execute the skills under a variety of conditions. All group and individual activities are designed to assist students in increasing their skill in a variety of situations.

Cognitive Development

Teachers design activities with both the physical and the cognitive development of children in mind. They provide experiences that encourage children to question, integrate, analyze, apply, and communicate cognitive concepts. Children learn to search for answers and use critical thinking skills to understand concepts that are presented to them, thus making physical education a meaningful part of the total educational experience.

Knowledge

Emphasis is placed on acquiring the knowledge to support critical thinking and problem solving in relation to physical activity. This knowledge includes the scientific bases for movement skills, fitness and skill development concepts, the role of physical activity and sport within the culture, and the forms, rules and tactics of various physical activities.

Cultural Diversity

The physical education teacher and the overall environment are supportive of all students regardless of their race, ethnic origin, gender, religion, sexual orientation, or ability. Teachers provide displays that show participants from different countries and in many environments; activities celebrate diversity within the school, the community, and the world at large. Differences are acknowledged, appreciated, and respected.

Affective Skills

Teachers intentionally design activities throughout the program, which allow students opportunities to work together for the purpose of developing social skills (cooperative and competitive) and responsible behavior. Situations are designed for purposeful teaching of these skills; they are not left for teachable moments only. Teachers help all students experience the satisfaction and joy that can result from learning about and regularly participating in physical activity. The environment is supportive of all students, including those of lesser skills, and promotes the development of a positive self-concept. Children are given chances to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.

Health-Related Fitness

Children participate in activities that are designed to help them understand the concepts of health-related fitness and to value the contributions they make to a healthy lifestyle. Activity-based fitness is emphasized rather than fitness through formal exercise/calisthenics. Fitness is presented as a positive experience in which students feel socially and emotionally comfortable and are able to overcome challenges on a personal level. The joy of participation in health-enhancing activity leading to lifetime fitness is the goal of fitness development in school physical education. (Educational materials such as Physical Best are essential for providing the scientific and health-related background necessary for effectively implementing health-related fitness education).

Physical Fitness Testing

Teachers use physical assessment as part of the ongoing process of helping children understand, enjoy, improve, and/or maintain their physical fitness and well being. Test results are shared privately with children and their parents as a tool for developing personal goals and strategies for maintaining and increasing the respective physical parameters. As part of an ongoing program of physical education, children are physically prepared in each fitness component so they can safely complete the assessments. (Assessment packages, such as Fitnessgram, provide a scientifically based fitness assessment.)

Exercise and the Use of Exercise as Punishment

Children are taught the purpose of exercise, correct procedures for exercise, and the different exercise categories—stretching, strengthening, etc. They experience a variety of exercises within each type, thus providing them with the knowledge and selection of exercises to match the purpose. The differences between correct and counter productive exercise are also taught, enabling students to become wise consumers of fitness information and decreasing the likelihood of engaging in potentially harmful exercise. Exercises are taught as a positive physical activity learning experiences and should not be used as punishment. Those activities that are healthy and enjoyable for the body should not be used to discipline or punish students.

Active Participation for Every Child

Teachers involve *all* children in activities that allow them to participate successfully and actively, both physically and mentally. Classes are designed to meet a child's need for active

participation in all learning experiences. A philosophy of inclusion assures every child meaningful participation in physical education.

Rhythmical Activities and Dance

The physical education teacher includes a variety of rhythmical, expressive, and creative dance experiences designed with the physical, cultural, emotional, and social abilities of the children in mind. Activities using manipulatives such as instruments (e.g., drums) scarves, ropes, ribbons, and hoops are incorporated into the rhythmical experiences.

Educational Gymnastics

Teachers facilitate children's development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels in gymnastics situations centered on the themes of balancing, rolling, jumping, landing, and transferring weight. Children practice on apparatus designed for their levels of skill and confidence and design sequences that support and challenge their personal skill levels.

Program Choices

Specific goals and objectives, based on national content standards and student needs/abilities, determine the development of units of instruction and relevant learning experiences. While many secondary programs opt to follow the more traditional "in season" sports and activities, it is important to think "outside the box" and introduce activities that have lifelong applications. It is therefore imperative that input from other constituencies is provided in order to promote quality programs that align with lifelong learning.

Use of Games and Setting Rules for Games Play

Teachers select, design, sequence, and modify games to maximize the attainment of specific learning, skill enhancement, and enjoyment. Games reinforce a lesson theme. Teachers modify the rules, regulations, equipment, and playing space to facilitate learning by children of varying abilities or to focus learning on particular games or skill components.

Groups/Partners

Groups/partners are formed in ways that preserve the dignity and self-respect of every child. For example, a teacher privately forms groups or teams by using knowledge of children's skill abilities in ways that will facilitate learning. Clothing colors, birthdays, and favorite activities may also be used to form groups or teams.

Gender Equity

Teachers facilitate equal access by girls and boys to individual, partner, small group, and team activities. Both girls and boys are encouraged, supported, and socialized towards successful achievement in all aspects of physical activity. Teachers are unbiased in their selection of activities and in their teaching. Gender-neutral language should be used and interactions should be spread equally to both boys and girls when providing feedback and/or answering questions. Statements by physical education teachers support leadership opportunities and provide positive reinforcement for all students.

Maximum Participation

Teachers organize small-sided games, (e.g., two to three participants per team), that allow numerous practice opportunities for children while also allowing them to learn the various aspects of the game being taught. Equipment is provided to permit active participation and practice for every child. A variety of equipment is selected to accommodate the size, confidence, and skill levels of the children. Teachers make sure that equipment is kept up-to-date and routinely inspected for safety.

Competition (Sportsmanship)

Teachers plan activities that emphasize self-improvement, participation, fair play (shaking hands, positive comments, etc.), and cooperation. Teachers are aware of the nature of competition and incorporate appropriate levels and kinds of competition for children. For example, children may be allowed to choose between keeping score and skill practice in selected situations. Teachers provide choices in levels of competition and teach participants how to compete positively and constructively at each level.

Success Rate

Teachers facilitate opportunities for children to practice skills at high rates of success adjusted for individual skill levels within a “try again” environment. Children are provided opportunities to work toward common standards at individual rates of development and are recognized for their success at their individual levels. Increasingly, physical educators need to promote and provide more active learning time at a high success rate. This means that opportunities to respond and active student responses are critical in the teaching and learning process.

Facilities

Teachers provide an environment in which students have adequate space for movement learning, space to move freely and safely, and acoustics that allow them to clearly hear instructions. Both inside and outside areas are available so classes need not be canceled or activities severely limited because of inclement weather or other school activities (e.g., PTA meetings, picture-taking, play rehearsals, assemblies).

Field Days/Special Events

Teachers plan field days so every child is a full participant and derives satisfaction and joy from a festival of physical activity. Opportunities are provided for children to voluntarily choose from a variety of activities that are intended to be culminating positive experiences for the activities selected. Organizing events such as Fun Runs, Mini-biathlons, or faculty/student sports activities can boost morale, instill friendships and cooperation, and more importantly they’re fun. Recognition is based on positive participation rather than achievement.

Expectations for Student Learning

Teachers demonstrate high expectations for student psychomotor, cognitive, and affective learning. Clear goals and objectives for student learning and performance are conveyed to children and parents. Physical educators are discouraged to “water down” the physical

education curriculum. Research is clear in that students' learning can be enhanced when educators challenge students to their highest potential.

Learning Time

Students are given adequate time to acquire the concept or skill as indicated. Tasks are progressive in nature to promote efficient use of time in maximizing student achievement, including time for remediation when needed. Realistic goals are established, which take into consideration the available practice time.

Feedback

Feedback is information about a learner's performance or the results of performance available during or following a performance (Harrison et al, 2001). Feedback can be verbal or nonverbal. Knowledge of performance and results will assist the learner in determining if in fact the task he/she is completing is on track. Each student receives specific skill-related, corrective feedback on personal performance. For example, in catching a ground ball a student might be told, "Nice job of getting the glove down to the ground." The emphasis is on specific constructive comments in a positive context.

Class Organization

Teachers use systematic class organization that includes opening statements of lesson objectives, an instructional component (with demonstrations as needed), practice, and closure/summary. Formative and summative assessments are used. Teachers are aware of maximizing learning time; providing targeted, descriptive feedback; and refining, modifying, or extending learning tasks for maximum student learning.

Learning Environment

Teachers systematically plan for, develop, and maintain a positive learning environment where students feel safe (physically and emotionally) and supported by teachers and classmates. The environment is focused on maximizing learning, challenging students, and maintaining an atmosphere of respect and high expectations for student engagement/participation. Siedentop & Tannehill (2000) stated that a physical education environment should be warm and business like. This means that physical educators need to provide the type of environment that poses a sense of belonging, challenge, and motivation for students.

Verbal and nonverbal behaviors of teachers promote a positive climate. Teachers recognize effort, treat students with respect, acknowledge accomplishments, and encourage students to support and respect one another. Classroom management practices are fair, consistent, and encourage student responsibility. Teachers provide opportunities for students to participate in decisions about their own learning. Both the physical and psychological atmospheres foster a feeling of safety and security. Students demonstrate positive attitudes and engagement in class activities.

INTEGRATION

Content integration requires that collaboration take place between content areas. Sound communication and high level collaboration between physical education and the core and extended core content areas, will result in greater integration of content. Samples of integrating Physical Education with other subject areas are provided below:

| Subject | Activity | Integration |
|----------------------------|---|---|
| Math | Use of Pedometers | Predict how many steps will be taken in an activity. Calculate actual steps into miles. |
| Language Arts Fine Arts | Observation of a live dance performance | Write a reflection paper sharing thoughts, and feelings gained from the experience and explain how dance contributes to an active lifestyle. |
| Science | Physical Fitness Training | Explain how the body changes as people age and the factors that may influence the length and quality of human life. Relate how fitness activities might impact these changes. |
| Social Studies | Mini Olympics | Taking into account the norms and values of the early Greeks , explain why the Greeks valued the Olympics and use evidence to support your answer. |

4. BIBLIOGRAPHY AND RESOURCES

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RESOURCES

<http://www.aahperd.org/>

American Alliance for Health, Physical Education, Recreation and Dance

<http://www.americanheart.org/>

American Heart Association

<http://www.braingym.org/>

Brain Gym International Website

http://www.education-world.com/pe_health/

Education World

<http://www.familyplay.com/activities/>

Family Play Activities

<http://www.gameskidsplay.net/>

Games Kids Play

<http://www.movingandlearning.com/>

Moving & Learning

<http://www.aahperd.org/naspe/>

National Association for Sport and Physical Education

<http://www.cwu.edu/~jefferis/unitplans/cooperativegames/index.html>

Outdoor Adventure Activities—Cooperative Games

<http://www.pelinks4u.org/>

PE Links 4 U

<http://www.pedigest.com/>

Physical Education Digest—Coaching, Sports, Fitness, Physical Education

http://www.internet-finder.com/high-school-physical-education/physical_education_links.htm

Physical Education links

<http://www.sports-media.org/>

Sports Media

LESSON PLANNING

<http://members.tripod.com/~pazz/lesson.html>

Physical Education Lesson Plans

<http://www.pecentral.org/lessonideas/pelessonplans.html>
PE Central (lesson plans)

<http://www.humankinetics.com/TEPE/journalAbout.cfm>
Teaching Elementary Physical Education Home Page

PHYSICAL EDUCATION CONTACTS

Hawaii State Department of Education

| State Office | | |
|----------------------------|---------------------------------------|----------------------|
| Educational Specialist | Physical Education & Health Education | (808) 733-9141 x303 |
| State Resource Teacher, | Physical Education | (808) 733-9141 x303 |
| Educational Specialist | Healthy Hawaii Initiative | (808) 733-9141 x303 |
| State Resource Teacher | Health Education | (808) 733-9141 x311 |
| State Resource Teacher | Peer Education Program | (808) 733-9141 x303 |
| State Resource Teacher | Human Immunodeficiency Virus (HIV) | (808) 733-9141 x 314 |
| District Resource Teachers | | |
| Central | Health & Physical Education | (808) 421-4259 |
| Honolulu | Health & Physical Education | (808) 733-4749 |
| Leeward | Health & Physical Education | (808) 673-7494 |
| Windward | Health & Physical Education | (808) 381-3029 |
| Kauai | Health & Physical Education | (808) 274-3509 |
| East Hawaii | Health & Physical Education | (808) 933-0938 |
| West Hawaii | Health & Physical Education | (808) 327-4300 x260 |
| Maui | Health & Physical Education | (808) 243-5793 |
| Honolulu | Adapted Physical Education | (808) 735-6272 |
| Windward | Adapted Physical Education | (808) 233-5711 x253 |
| Central | Adapted Physical Education | (808) 421-4141 |

Hawaii State Department of Health

| | |
|--|----------------|
| DOH Departmental School Health Coordinator | (808) 586-4486 |
|--|----------------|

College of Education—University of Hawaii at Manoa

| | |
|--|----------------|
| Department of Kinesiology and Rehabilitation Science | (808) 956-7606 |
| Institute for Teacher Education | (808) 956-4241 |

Community Agencies/Organizations

| | |
|--|--|
| Parks and Recreation City and County of Honolulu | (808) 527-6035 |
| Nutrition and Physical Activity American Cancer Society | (808) 595-7500 |
| Hawaii Association for Health, Physical Education, Recreation and Dance | www.HAHPERD.org |
| Alliance for a Healthier Generation American Heart Association | 808 (457-4954) |

5. APPENDIX

APPENDIX A: Scope and Sequence for Physical Education

APPENDIX A: SCOPE AND SEQUENCE FOR PHYSICAL EDUCATION

The *Scope and Sequence* is a guide which specifies the range of topics that should be taught and in what sequence. Although typical commercial scopes and sequences—based on textbooks—usually are sequenced by semester, quarter, or even month or week, the sequence specified in the Content Area Scope and Sequence is by grade level. Schools may determine the specific sequence of topics presented within a school year.

The Scope and Sequence helps to:

- Clearly articulate curricular expectations to ensure continuity from one grade level to the next and from school to another.
- Distribute specific topics and expectations across grades and/or subjects.

TARGET AUDIENCES. The *Scope and Sequence* is intended primarily for use by classroom teachers to design and plan standards-based instructional units, lessons, and/or activities. It can also be used by school administrators and other school curriculum leaders. For example, the Scope and Sequence can be used as a reference point against which the school’s curriculum can be mapped and compared. The Scope and Sequence can also be used to communicate to parents what the school expects of their children.

INTENDED USE. The *Scope and Sequence* was developed to provide grade-by-grade definition to the HCPS III. It provides guidance to grade level and subject area teachers as to what should be taught to help students attain the HCPS benchmarks and indicators. It also provides coherence to and lessens the likelihood of gaps or unnecessary repetition in the curriculum. Most importantly, it is meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms in each grade level across the state.

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Scope and Sequence Matrix

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PHYSICAL EDUCATION STANDARDS

- Standard 1** **MOVEMENT FORMS**—Use motor skills and movement patterns to perform a variety of physical activities
- Standard 2** **COGNITIVE CONCEPTS**—Understand movement concepts, principles and tactics as they apply to learning and performance of physical activities
- Standard 3** **ACTIVE LIFESTYLE**—Participate regularly in physical activity
- Standard 4** **PHYSICAL FITNESS**—Know ways to achieve and maintain a health-enhancing level of physical fitness

PHYSICAL EDUCATION TOPICS

- Fundamental Skills**—Basic skills including locomotor (e.g. running, walking, jumping, skipping, hopping, sliding), non-locomotor (twisting, balancing, pushing, pulling), and manipulatives (throwing, catching, striking, kicking)
- Safety and play etiquette**—Skills relating to the achievement of positive safety and participation consistent with rules and commonly accepted activity procedural expectations
- Modified/lead-up games and activities**—Experiences including small-sided games, adventure, cooperative play, rhythm and dance
- Fitness and conditioning-related activities**—Conditioning principles and cross-training involving health-related fitness components including developmentally appropriate apparatus and body weight activities
- Team Sports**—Non-traditional and traditional experiences concerning team games
- Individual, dual and lifetime activities**—Non-traditional and traditional physical activities for lifetime participation

DEVELOPMENTAL PROCESS TERMINOLOGY

Explore (Ex)—The student develops an initial awareness of the task by experimenting with a variety of movement possibilities. There is no one correct answer. (E.g., a student may demonstrate the critical elements of skipping in an immature form).

Introduce (I)—The student learns about the various skills and concepts, and differences between movements and how they are performed. (E.g., a student can identify the critical elements of skipping in a mature form versus an immature form).

Reintroduce (RI)—The student uses a mature form and reviews various skills and concepts and refining parts for increased efficiency and performance. (E.g., a student demonstrates critical elements of skipping in a mature form).

Apply (A)—The student uses learned movement in varying contexts, such as with a partner and/or in a small group, with changing speed and levels, and using manipulatives. (E.g., a student demonstrates a mature form of skipping while changing speed, levels, using manipulatives).

Emphasize (E)—The student pinpoints or highlights aspects of movement for further refinement in skills and knowledge in physical activities. (E.g., a student modifies and applies the skip in executing a basketball lay-up).

Reinforce (R)—The student reviews and addresses proper form and acquires more information for further improvement and knowledge. Knowledge at this point should be at a level where students demonstrate qualities of a physically educated person and are able to continue a physically active lifestyle. (E.g., a student refines and practices a basketball lay-up for play at a recreation and/or competitive level).

Grades K-2

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|----------------|---|--|---|---|
| Grade K | Explore: <ul style="list-style-type: none"> Fundamental Skills | Explore: <ul style="list-style-type: none"> Safety and play etiquette | Explore: <ul style="list-style-type: none"> Individual, dual, and lifetime activities | Explore: <ul style="list-style-type: none"> Fitness and conditioning-related activities |
| Grade 1 | Explore & Introduce: <ul style="list-style-type: none"> Fundamental skills | Explore & Introduce: <ul style="list-style-type: none"> Safety and play etiquette | Explore: <ul style="list-style-type: none"> Individual, dual, and lifetime activities | Explore: <ul style="list-style-type: none"> Fitness and conditioning-related activities |
| Grade 2 | Introduce, Reintroduce & Apply: <ul style="list-style-type: none"> Fundamental skills | Introduce, Reintroduce & Apply: <ul style="list-style-type: none"> Safety and play etiquette | Explore: <ul style="list-style-type: none"> Individual, dual, and lifetime activities | Explore: <ul style="list-style-type: none"> Fitness and conditioning-related activities |

Grades 3-5

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|----------------|---|--|---|--|
| Grade 3 | Reintroduce & Apply: <ul style="list-style-type: none"> Fundamental skills Introduce, Reintroduce & Apply: <ul style="list-style-type: none"> Modified/lead-up games and activities | Reintroduce & Apply: <ul style="list-style-type: none"> Safety and play etiquette Introduce, Reintroduce & Apply: <ul style="list-style-type: none"> Modified/lead-up games and activities | Introduce: <ul style="list-style-type: none"> Individual, dual and lifetime activities | Introduce: <ul style="list-style-type: none"> Fitness and conditioning-related activities |
| Grade 4 | Reintroduce & Apply: <ul style="list-style-type: none"> Fundamental skills: Modified/lead-up games and activities | Reintroduce & Apply: <ul style="list-style-type: none"> Safety and play etiquette Modified/lead-up games and activities | Introduce & Reintroduce: <ul style="list-style-type: none"> Individual, dual and lifetime activities | Introduce & Reintroduce: <ul style="list-style-type: none"> Fitness and conditioning-related activities |
| Grade 5 | Reintroduce & Apply: <ul style="list-style-type: none"> Fundamental skills Modified/lead-up games and activities | Reintroduce & Apply: <ul style="list-style-type: none"> Safety and play etiquette Modified/lead-up games and activities | Introduce, Reintroduce & Apply: <ul style="list-style-type: none"> Individual, dual and lifetime activities | Introduce, Reintroduce & Apply: <ul style="list-style-type: none"> Fitness and conditioning-related activities |

Grades 6-8

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|----------------|---|---|---|--|
| Grade 6 | Apply & Emphasize: <ul style="list-style-type: none"> • Fundamental skills • Modified/lead-up games and activities | Apply & Emphasize: <ul style="list-style-type: none"> • Fundamental skills • Safety and play etiquette Introduce: <ul style="list-style-type: none"> • Team sports | Introduce, Reinroduce & Apply: <ul style="list-style-type: none"> • Individual, dual and lifetime activities | Reintroduce & Apply: <ul style="list-style-type: none"> • Fitness and conditioning-related activities |
| Grade 7 | Apply & Emphasize: <ul style="list-style-type: none"> • Fundamental skills • Modified/lead-up games and activities | Apply & Emphasize: <ul style="list-style-type: none"> • Fundamental skills • Safety and play etiquette Introduce, Reinroduce & Apply: <ul style="list-style-type: none"> • Team sports | Introduce, Reinroduce, Apply & Emphasize: <ul style="list-style-type: none"> • Individual, dual and lifetime activities | Reintroduce, Apply & Emphasize: <ul style="list-style-type: none"> • Fitness and conditioning-related activities |
| Grade 8 | Apply & Emphasize: <ul style="list-style-type: none"> • Fundamental skills • Modified/lead-up games and activities | Apply & Emphasize: <ul style="list-style-type: none"> • Fundamental skills • Safety and play etiquette Reinroduce, Apply & Emphasize: <ul style="list-style-type: none"> • Team sports | Introduce, Reinroduce, Apply & Emphasize: <ul style="list-style-type: none"> • Individual, dual and lifetime activities | Reintroduce, Apply & Emphasize: <ul style="list-style-type: none"> • Fitness and conditioning-related activities |

Grades 9-12

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|--------------------|--|--|---|--|
| Grades 9-12 | Reintroduce, Apply, Emphasize, & Reinforce: <ul style="list-style-type: none"> • Modified/lead-up games and activities | Reintroduce, Apply, Emphasize & Reinforce: <ul style="list-style-type: none"> • Fundamental skills • Safety and play etiquette • Team sports | Reintroduce, Apply, Emphasize, & Reinforce: <ul style="list-style-type: none"> • Individual, dual and lifetime activities | Reintroduce, Apply, Emphasize, & Reinforce: <ul style="list-style-type: none"> • Fitness and conditioning-related activities |

Ex=Explore I=Introduce RI=Reintroduce A=Apply E=Emphasize R=Reinforce

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|---|-----------------------|---------------------------|-------------------------|-------------------------|
| Grade K | | | | |
| Fundamental skills | Ex | | | |
| Safety & play etiquette | | Ex | | |
| Modified/lead-up games & activities | | | | |
| Fitness and conditioning-related activities | | | | Ex |
| Team sports | | | | |
| Individual, dual and lifetime activities | | | Ex | |
| Grade 1 | | | | |
| Fundamental skills | Ex, I | | | |
| Safety & play etiquette | | Ex, I | | |
| Modified/lead-up games & activities | | | | |
| Fitness and conditioning-related activities | | | | Ex |
| Team sports | | | | |
| Individual, dual and lifetime activities | | | Ex | |
| Grade 2 | | | | |
| Fundamental skills | I, RI, A | | | |
| Safety & play etiquette | | I, RI, A | | |
| Modified/lead-up games & activities | | | | |
| Fitness and conditioning-related activities | | | | Ex |
| Team sports | | | | |
| Individual, dual and lifetime activities | | | Ex | |

Ex=Explore I=Introduce RI=Reintroduce A=Apply E=Emphasize R=Reinforce

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|---|----------------|--------------------|------------------|------------------|
| Grade 3 | | | | |
| Fundamental skills | RI, A | | | |
| Safety & play etiquette | | RI, A | | |
| Modified/lead-up games & activities | I, RI, A | I, RI, A | | |
| Fitness and conditioning-related activities | | | | I |
| Team sports | | | | |
| Individual, dual and lifetime activities | | | I | |
| Grade 4 | | | | |
| Fundamental skills | RI, A | | | |
| Safety & play etiquette | | RI, A | | |
| Modified/lead-up games & activities | RI, A | RI, A | | |
| Fitness and conditioning-related activities | | | | I, RI |
| Team sports | | | | |
| Individual, dual and lifetime activities | | | I, RI | |
| Grade 5 | | | | |
| Fundamental skills | RI, A | | | |
| Safety & play etiquette | | RI, A | | |
| Modified/lead-up games & activities | RI, A | RI, A | | |
| Fitness and conditioning-related activities | | | | I, RI, A |
| Team sports | | | | |
| Individual, dual and lifetime activities | | | I, RI, A | |

Ex=Explore I=Introduce RI=Reintroduce A=Apply E=Emphasize R=Reinforce

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|---|-----------------------|---------------------------|-------------------------|-------------------------|
| Grade 6 | | | | |
| Fundamental skills | A, E | A, E | | |
| Safety & play etiquette | | A, E | | |
| Modified/lead-up games & activities | A, E | | | RI, A |
| Fitness and conditioning-related activities | | | | |
| Team sports | | I | | |
| Individual, dual and lifetime activities | | | I, RI, A | |
| Grade 7 | | | | |
| Fundamental skills | A, E | A, E | | |
| Safety & play etiquette | | A, E | | |
| Modified/lead-up games & activities | A, E | | | RI, A, E |
| Fitness and conditioning-related activities | | | | |
| Team sports | | I, RI, A | | |
| Individual, dual and lifetime activities | | | I, RI, A, E | |
| Grade 8 | | | | |
| Fundamental skills | A, E | A, E | | |
| Safety & play etiquette | | A, E | | |
| Modified/lead-up games & activities | A, E | | | RI, A, E |
| Fitness and conditioning-related activities | | | | |
| Team Sports | | RI, A, E | | |
| Individual, dual and lifetime activities | | | I, RI, A, E | |

Ex=Explore I=Introduce RI=Reintroduce A=Apply E=Emphasize R=Reinforce

| | Movement Forms | Cognitive Concepts | Active Lifestyle | Physical Fitness |
|---|----------------|--------------------|------------------|------------------|
| Grade 9-12 | | | | |
| Fundamental skills | | RI, A, E, R | | |
| Safety & play etiquette | | RI, A, E, R | | |
| Modified/lead-up games & activities | RI, A, E, R | | | RI, A, E, R |
| Fitness and conditioning-related activities | | | | |
| Team sports | | RI, A, E, R | | |
| Individual, dual and lifetime activities | | | RI, A, E, R | |