



*High School
Physical Education
Curriculum
Essentials Document*



*Boulder Valley School District
Department of Curriculum and Instruction
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High School Physical Education Introduction

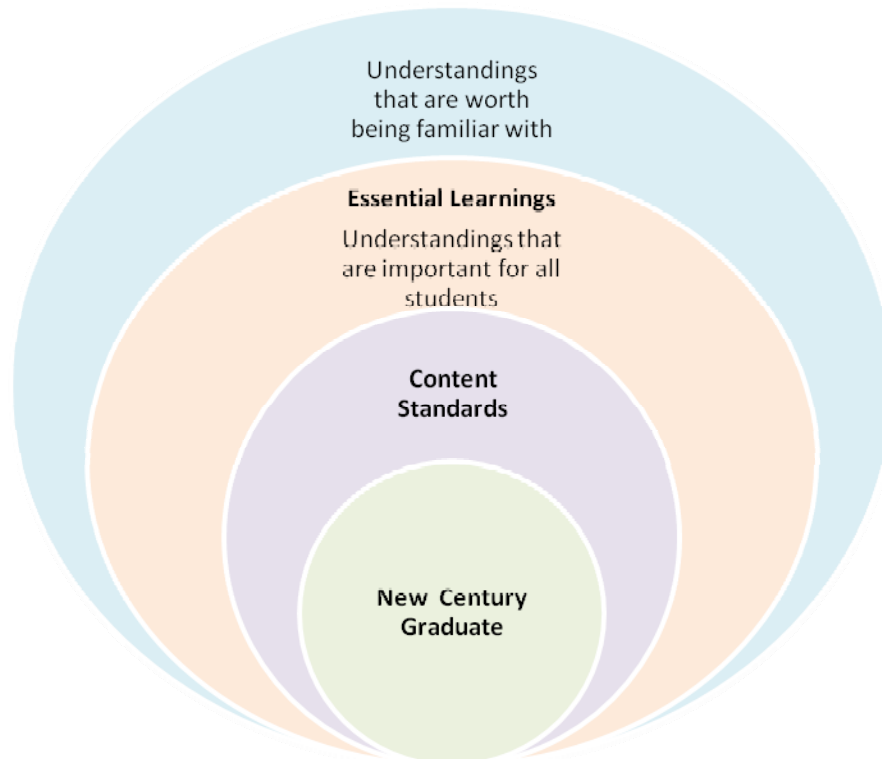
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Physical Education High School Curriculum Essentials

Comprehensive PE	Comp PE Tab
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General Introduction

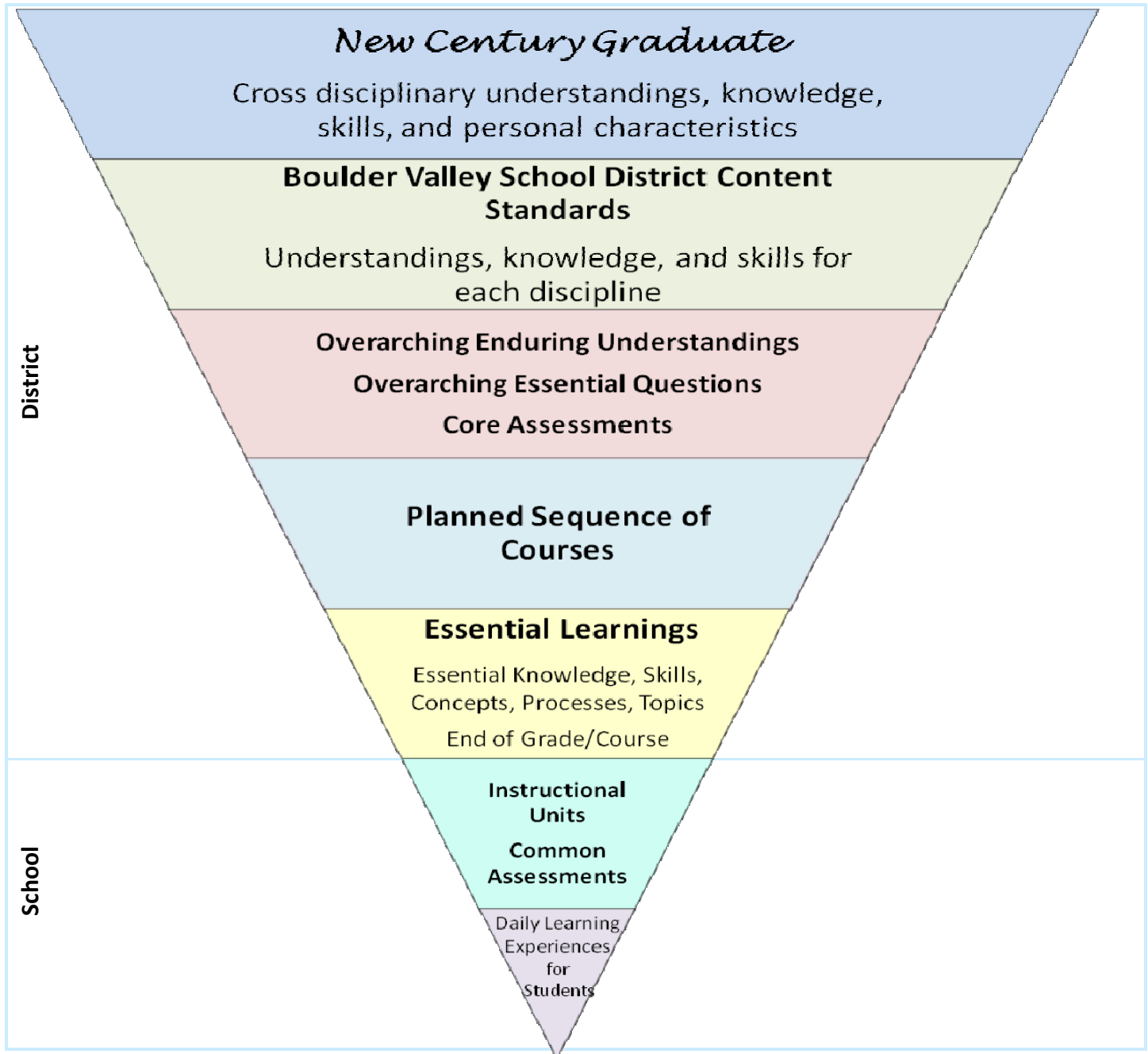
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

New Century Graduate Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate Personal Characteristics



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring Understandings are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

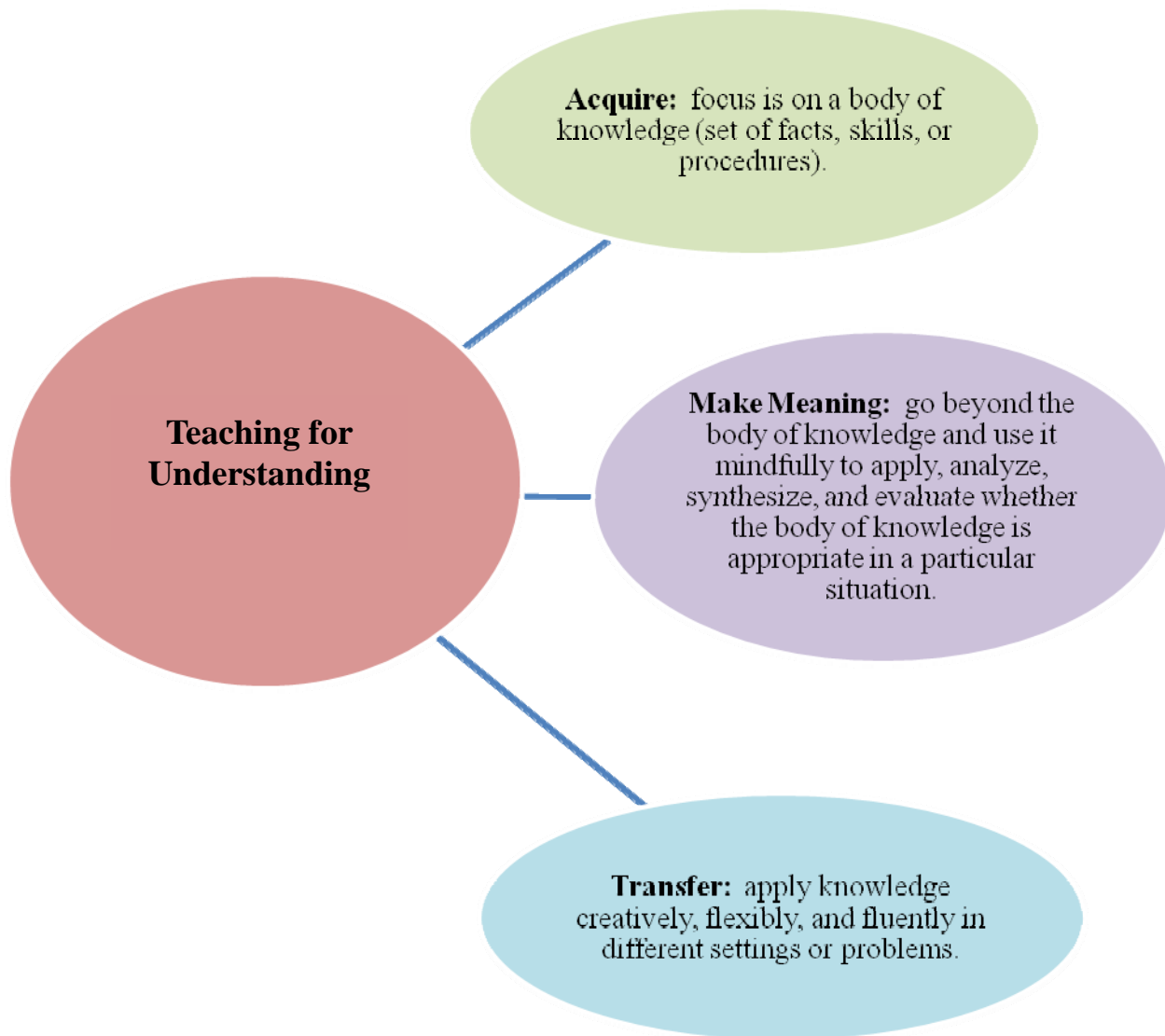
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential Questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)

Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

Empathy

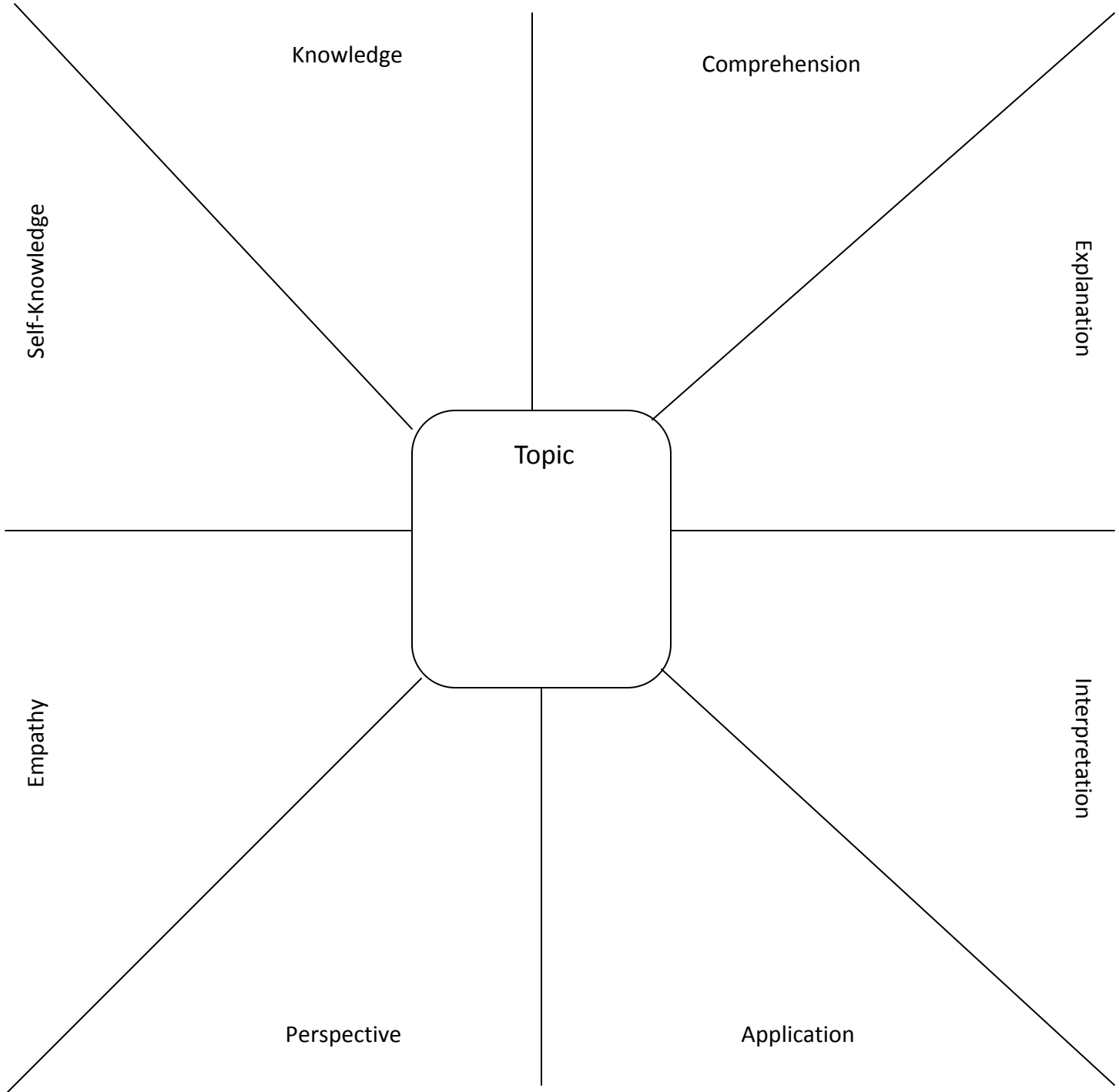
- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

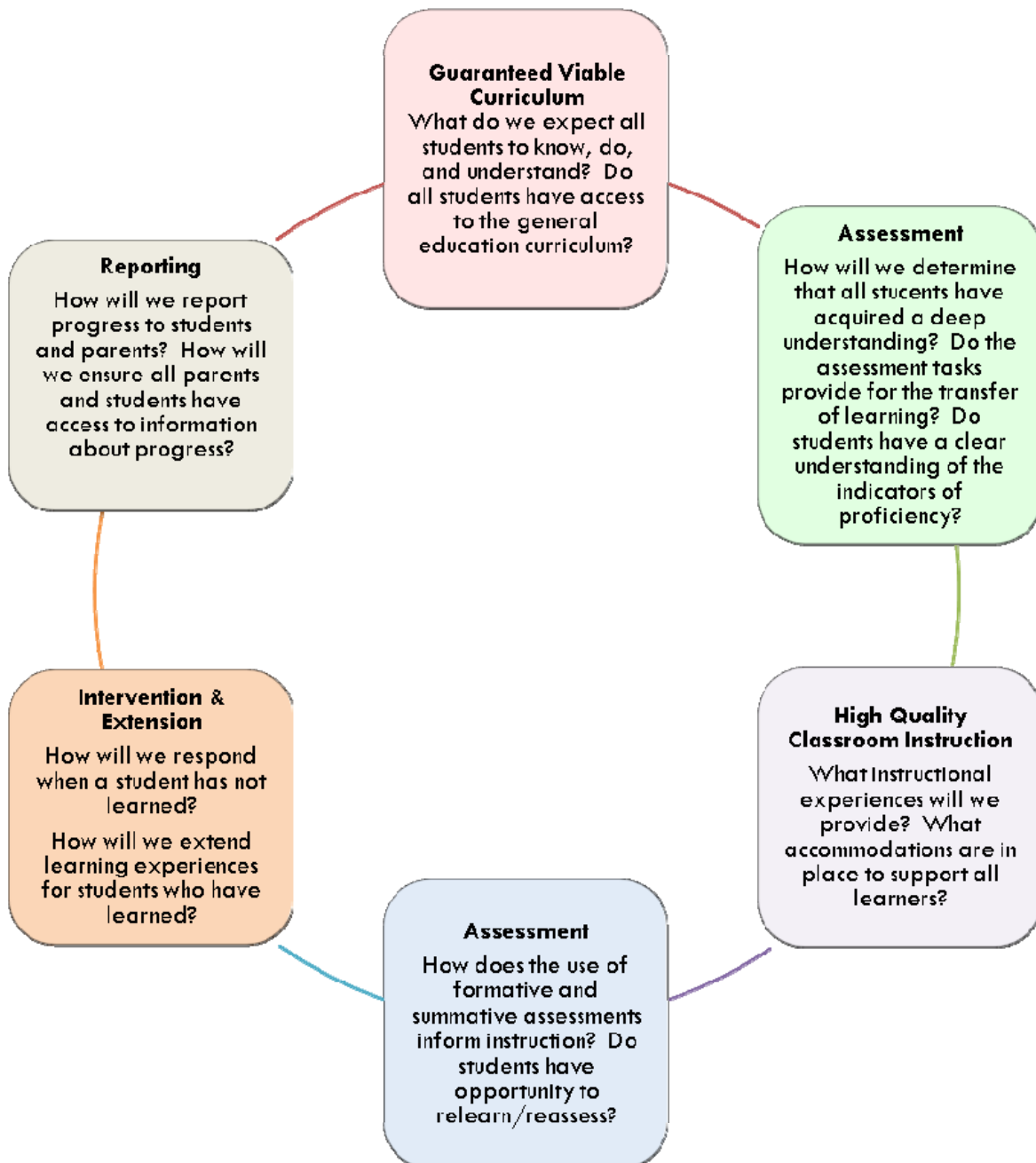
Levels of Understanding Essential Questions



Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Design Templates

Unit Design Template

Desired Results	
BVSD Standard(s)/Essential Learnings	
Unit Enduring Understandings	Unit Essential Questions
Students will know.....	Students will be able to.....
Assessment Evidence	
Performance/Transfer Tasks	Other Evidence
Rubric	Student Self-Assessment and Reflection

Unit Design Template (continued)

Learning Plans

Learning Activities

Materials

Accommodations

Technology Integration

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
	Knowledge and Skills
Essential Questions	Learning Activities
	Accommodations
	Materials

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What a student should know, do or understand?”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

Physical Education Introduction



Boulder Valley Physical Education Background

Purpose

The purpose of a quality physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.

Students integrate and apply the skills learned in physical education to their everyday life. In addition, numerous benefits result from participating in a quality physical education program such as: learning how to live an active and healthy lifestyle, proper nutrition, skill development, improved physical fitness, reinforcement of other subjects, goal setting, self-discipline, leadership and cooperation, stress reduction, enhanced self-efficacy, and strengthened peer relationships.

The physical education setting also provides a unique opportunity for students to develop an understanding and respect for differences among people. Cultural and global awareness can be enhanced through participation in physical activity, sports, dance and/or rhythms from other cultures.

Through regular participation in physical education, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthy New Century Graduates.

Curriculum Development

The guiding principles used to write the Boulder Valley School District's Secondary Physical Education Curriculum were based on the BVSD standards which were adopted by the Board of Education on June 24, 1999. The development of the district standards were influenced by the national standards and the Colorado state standards. The National Association of Sport and Physical Education (NASPE) published *Moving Into the Future National Physical Education Standards: A Guide to Content and Assessment* in 1995. This document contained the national physical education standards for K-12. The Colorado Model Content Standards for K-12 Physical Education were adopted December 11, 1997.

In addition to utilizing the national and state standards, established motor development principles, knowledge of child development practices, and years of practical teaching experiences of the Secondary Physical Education writing team, influenced the development of the BVSD Secondary Physical Education Curriculum.

Boulder Valley Physical Education Content Standards**Physical Education Standard 1**

Students demonstrate skills and apply concepts to perform a variety of physical activities.

**Physical Education Standard 2**

Students demonstrate the components of health-related physical fitness.

Physical Education Standard 3

Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Physical Education Standard 4

Students demonstrate safe, responsible behavior in physical education settings.

Physical Education Overarching Enduring Understandings and Essential Questions

Overarching Enduring Understandings

- Physical activity involves using movement and motor skills throughout a lifetime.
- Efficient movement improves performance.
- Positive decision making about fitness and nutrition contributes to a healthy lifestyle.
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful.
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction.
- Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities of daily living for a lifetime.

Overarching Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Physical Education High School Essential Learnings

Comprehensive Physical Education

- 🚴 Demonstrates and applies mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities.
- 🚴 Demonstrates knowledge and understanding of game strategies.
- 🚴 Identifies the importance of following basic rules while participating in sports and activities.
- 🚴 Demonstrates a proficient level of cardiovascular fitness and identifies proper lifting and stretching techniques.
- 🚴 Identifies the benefits of exercise.
- 🚴 Identifies concepts important to improving physical fitness.
- 🚴 Applies knowledge of health-related fitness and basic training principles to create a personal fitness plan.
- 🚴 Exhibits appropriate conduct in physical education class.

Physical Education Scope & Sequence K-5

	K	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Locomotion	Walk	Walk Run Jump Slide Gallop	Hop Skip	Jump rope held by others	Leaps Enter/jump/exit rope held by others Jump self-turned rope	Designs & performs routine
Rhythm	Steady beat non-locomotor	Steady beat non-locomotor	Steady beat locomotor	Jump rope	Jump rope	Designs & performs routine
Body Management	Jump Land Start/stop	Jump Leap	Symmetrical & asymmetrical shapes	Chases Flees Dodges Static balance Dynamic balance	Jumps for height & distance Proper body alignment	Designs & performs routine
Manipulatives	Catch self-tossed Kick Underhand roll	Kick Underhand throw Strikes balloon Hand dribbles stationary	Catch thrown object/teacher Foot dribble Overhand throw Strikes balloon	Catch thrown object/partner Punts Strikes with hand or racquet Hand dribbles traveling	Punts to target Overhand throw to target Foot dribbles in shared space Strikes with implements	Performs during game-like activity: hand dribble, foot dribble, throw, catch, volley
Movement Concepts	Concepts related to space, time, force and body	Concepts related to space, time, force and body	Apply concepts related to space, time, force and body Crossing midline	Movement concepts used to improve motor skills	Repeatable sequences of movement Critical elements of movement	Basic game strategies
Health-Related Fitness	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance
Fitness Concepts	Heart beat increase during exercise	Changes in body during exercise	Identify benefits of physical activity	4 Fitness components	FITT Principles Technology	Personalized fitness program
Responsible Behavior	Shares, safe, productive	Shares, safe, productive	Shares, safe, productive	Cooperate Respect Resolve conflicts Group work	Cooperate Respect Resolve conflicts Group work	Cooperate Work independent Assist others Group work

Physical Education Scope & Sequence Secondary

	Sixth Grade	Seventh Grade	Eighth Grade	Comprehensive PE
Standard 1	Basic skills for individual, dual, team, lifetime games and activities	Sport specific skills for individual, dual, team, lifetime games and activities	Sports specific skills applied in appropriate time/sequence for Individual, dual, team, lifetime games and activities	Sports specific skills applied in appropriate time/sequence for individual, dual, team, lifetime games and activities
	Rhythmic patterns	Creates a routine in dance, aerobics or rhythms.	Balance, agility, speed, and coordination are applied to rhythmic movement.	Balance, agility, speed, and coordination are applied to rhythmic movement.
	Ball possession Game transition Offense/defense	Offensive/defensive positions	Smooth transition between offense & defense	Smooth transition between offense & defense
	Basic rules of game	Strategic game plans	Strategic game plans Self-officiate games	Strategic game plans Self-officiate games
Standard 2	Four fitness components Aerobic/anaerobic	Target heart rate zone Sport specific fitness components	Maintains target heart rate zone Sport specific fitness components Circuit Training Interval Training PACER test	Maintains target heart rate zone Sport specific fitness components Weight Lifting Techniques Stretching Techniques Circuit Training Interval Training PACER test
Standard 3	Physical fitness Warm-up, cool-down Muscular strength Muscular endurance Flexibility Cardiovascular Aerobic/anaerobic	Sport specific health-related fitness Sport specific safety and conditioning principles Specific training to improve muscular strength & muscular endurance Heart rate monitor Aerobic/Anaerobic	Improving health-related fitness Flexibility exercises Sport specific training Principles of warm-up/cool-down Aerobic/Anaerobic	Five fitness components Fitness Education Pyramid BMI (Body Mass Index) Stress Reduction Training Principles Aerobic capacity Resting Heart Rate & Recovery Heart Rate Personal Fitness Plan
Standard 4	Conflict resolution strategies Respectful Responsible Acceptance of others	Conflict resolution strategies Problem solving strategies Encourages others Responsible Creates a game with group Acceptance of others	Personal responsibility Positive interactions with others Peer Teaching Peer Coaching Acceptance of others	Works independently Peer Teaching Peer Coaching Works with partner Positive attitude towards physical activity Acceptance of others

Comprehensive Physical Education Curriculum Essentials



**Boulder Valley School District Physical Education
Content Standards and Comprehensive Physical Education Essential Learnings**

Physical Education Standard 1: *Students demonstrate skills and apply concepts to perform a variety of physical activities.*

To meet this standard, a Comprehensive PE student:

- √ Demonstrates and applies mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities.
- √ Demonstrates knowledge and understanding of game strategies.
- √ Identifies the importance of following basic rules while participating in sports and activities.

Physical Education Standard 2: *Students demonstrate the components of health-related physical fitness.*

To meet this standard, a Comprehensive PE student:

- √ Demonstrates a proficient level of cardiovascular fitness and identifies proper lifting and stretching techniques.

Physical Education Standard 3: *Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.*

To meet this standard, a Comprehensive PE student:

- Identifies the benefits of exercise.
- √ Identifies concepts important to improving physical fitness.
- √ Applies knowledge of health-related fitness and basic training principles to create a personal fitness plan.

Physical Education Standard 4: *Students demonstrate safe, responsible behavior in physical education settings.*

To meet this standard, a Comprehensive PE student:

- √ Exhibits appropriate conduct in physical education class.

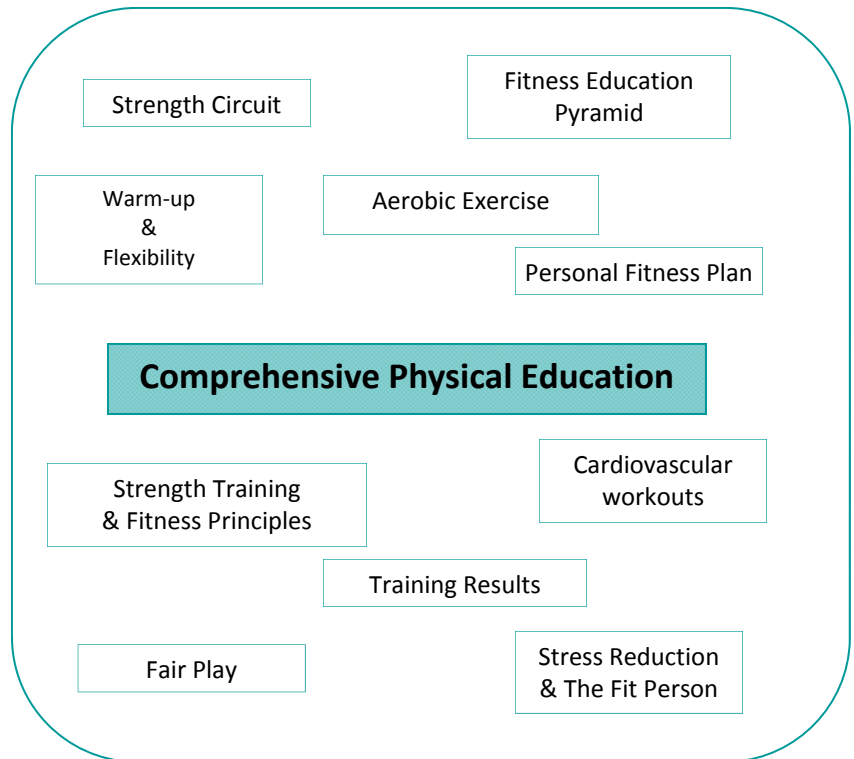
BVSD Comprehensive Physical Education Overview

Course Description

Comprehensive Physical Education is divided into three, six week segments. During two of the segments, individual, dual, team, or lifetime activities is emphasized. The goal of Comp PE is to provide a knowledge base and practical experience in physical fitness. Comp PE provides a foundation upon which each person can make informative decisions for their personal health and fitness for a lifetime.

Effective Components of a Comprehensive Physical Education Class

- High school students must earn 15 units of physical education credit to meet BVSD graduation requirements; five of the units must be in Comprehensive Physical Education.
- All students attend physical education classes they are registered for (BVSD Wellness Policy).
- Provides maximum participation for all students.
- Provides positive, specific feedback as well as corrective feedback.
- Facilitates student’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Communicates through a humane, sensitive approach that every student, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity.



Assessment

- | | |
|---------------------|---|
| ✓ Observation | ✓ Portfolio |
| ✓ Participation | ✓ Growth Over Time |
| ✓ Performance Tasks | ✓ Peer Assessments |
| ✓ Rubrics | ✓ District’s Cognitive and Fitness Assessments. |
| ✓ Conferencing | |

Essential Questions

- ✓ How does a person make motor skills and physical activity an integral part of their life?
- ✓ Why is lack of physical activity unhealthy?
- ✓ What is aerobic capacity?
- ✓ How does a person maintain physical fitness?
- ✓ How can exercise aid in the relief of stress?
- ✓ What are the personal and social behavioral expectations in physical activity and/or sports settings?

Technology Integration & Information Literacy

- ① Shares knowledge and information with others.
- ① Draws conclusions.
- ① Pedometers and heart rate monitors are used to monitor physical activity.
- ① Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- ① Tracks physical activity on fitness websites such as “America on the Move” and “My Pyramid.”
- ① For information about available core software, relevant web resources, and other integration activities please visit <http://bvsd.org/iteach/integration>.

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 1

Students demonstrate skills and apply concepts to perform a variety of physical activities.

Enduring Understanding

Physical activity involves using movement and motor skills throughout one’s life.

Essential Question

How does a person make motor skills and physical activity an integral part of their life?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	9PE1	Demonstrates and applies mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities
		a Applies skills at the appropriate time or in the appropriate sequence in a variety of sports and activities
		b Demonstrates sport specific skills to participate in a variety of sports and activities
		c Applies the skill-related components of agility, balance, coordination and speed to enhance performance in rhythmic movements, dance patterns or aerobic routines
	9PE2	Demonstrates knowledge and understanding of game strategies
		a Demonstrates smooth transition between offense and defense in game play
		b Identifies basic offensive and defensive positions necessary to be successful in a variety of game situations
	9PE3	Identifies the importance of following basic rules while participating in sports and activities
		a Demonstrates the ability and knowledge to self-officiate during games

Key Academic Vocabulary: sport specific skills & concepts, game strategy, offense, defense, game transition, officiate, tournament, skill-related components, agility

Essential Learnings

Essential Knowledge, Skills, topics, Processes, and Concepts

Physical Education Standard 2

Students demonstrate the components of health-related physical fitness.

Enduring Understanding

There are many health benefits associated with physical activity.

Essential Questions

Why is lack of physical activity unhealthy?
What is aerobic capacity?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	9PE4	Demonstrates a proficient level of cardiovascular fitness and identifies proper lifting and stretching techniques
	a	Participates in aerobic exercise at a medium effort, continuously for an extended period of time
	b	Demonstrates proper lifting techniques of weights to increase muscular strength and muscular endurance
	c	Participates in the PACER test at the proficient level or exceeds the proficient level
	d	Demonstrates a variety of stretching exercises, specific to the physical activity

Key Academic Vocabulary: pacing, medium effort, circuit training, PACER test

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 3

Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Enduring Understanding

Everyone needs to be physically active for a lifetime.

Essential Questions

How does a person maintain physical fitness?
How can exercise aid in the relief of stress?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	9PE5	Identifies the benefits of exercise
		a Describes the importance of pacing self during continuous exercise
		b Describes resting heart rate and recovery heart rate
		c Identifies methods of stress reduction
	9PE6	Identifies concepts important to improving physical fitness
		a Identifies the five different training zones in the Fitness Education Pyramid
		b Describes aerobic capacity
		c Identifies benefits of flexibility
		d Identifies methods of calculating Body Mass Index (BMI)
	9PE7	Applies knowledge of health-related fitness and basic training principles to create a personal fitness plan
	a Identifies principles of training	
	b Develops a personal fitness plan	

Key Academic Vocabulary: pacing, medium effort, Fitness Education Pyramid, aerobic capacity, static stretching, dynamic stretching, ballistic stretching, hypertrophy, atrophy, FITT principles, Body Mass Index (BMI), stress, eustress, distress, Principles of Training: overload, progression, specificity; recovery heart rate, resting heart rate

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 4

Students demonstrate safe, responsible behavior in physical education settings.

Enduring Understanding

Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Essential Question

What are the personal and social behavioral expectations in physical activity and/or sport settings?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	9PE8	Exhibits appropriate conduct in physical education class
		a Works independently during lifting routine
		b Works with a partner during fitness activities
		c Positive attitude towards participation in physical activity
		d Acceptance of others regardless of differences (concepts of diversity may relate to levels of fitness, disabilities and special needs, race, ethnicity, gender)

Key Academic Vocabulary: fair play, conflict resolution strategies, problem-solving strategies, respect, encouragement, acceptance, personal responsibility, peer teaching, peer coaching, positive interactions

Suggested Timelines

Topic	Suggested Timeframe
Comprehensive Physical Education Curriculum	6 weeks: 1 segment
Individual, team, or lifetime activity	6 weeks: 1 segment
Individual, team, or lifetime activity	6 weeks: 1 segment

Comprehensive Physical Education Glossary of Terms

Aerobic	Energy producing system within the muscle that requires oxygen
Aerobic Capacity	The body's ability to transport oxygen
Agility	The ability to change direction with the least amount of effort and time
Anaerobic	Energy producing system within the muscle that is without oxygen
Ballistic Stretching	Uses the momentum of a moving body or a limb in an attempt to force it beyond its normal range of motion. It does not allow your muscles to adjust to, and relax in, the stretched position and therefore can lead to injury
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time
Circuit Training	A series of exercises in which a person moves from one station to another
Coordination	The ability to integrate separate motor systems within varying sensory modalities into efficient movement. Coordination is linked to the motor fitness components of balance, speed, and agility
Distress	A negative stress response. It can disturb the body's internal balance causing physical and emotional symptoms: headache, elevated blood pressure, chest pain, insomnia, depression, panic attack and anxiety
Dynamic stretching	Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion. Stretching performed while in motion
Eustress	A positive form of stress that is deemed healthful or giving one the feeling of fulfillment
Flexibility	The muscles' ability to move a joint through a full range of motion
Interval Training	A method of training that involves alternating high intensity exercises with recovery periods
Joint	The location where two or more bones are connected together
Ligament	Soft tissue that joins one bone with another and limit movement
Muscle	The "meaty" tissue which surrounds the bone and produces movement
Muscular Endurance	The maximum <i>number</i> of repetitions one can push, pull, or carry
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry <i>one</i> time

Comprehensive Physical Education Glossary of Terms (continued)

Plyometrics	Exercise involving moving one's body over distance. It involves rapidly repeating stretching and contracting of muscles (as by jumping and rebounding) to increase muscle power.
Resistance Training	An activity that places an additional force against the muscle or muscle group.
Static Stretching	Involves stretching a muscle to the point of mild discomfort by holding it in a maximal stretch for an extended period.
Stress	The body's reaction to a change that requires a physical, mental or emotional adjustment or response.
Target Heart Rate Zone	Exercising within a range of 50 to 85% of one's maximum heart rate.
Tendon	Soft tissue that connects muscle to bones