

Expectations for the Mastery of Physical Education Standards

All **students** will:

- Show evidence of the skills and self-confidence to perform a variety of physical activities.
- Know the implications and value the benefits of leading a physically active lifestyle.
- Set personal goals for maintaining health-enhancing physical activity and fitness.
- Behave in ways that are personally and socially responsible in physical activity settings.
- Understand that physical activity provides enjoyment, challenge, self-expression, and social interaction.
- Understand and respect differences among people in physical activity settings.
- Utilize appropriate instruments, electronic equipment, networks, and venues to access information, process ideas, communicate learning, create, and perform.
- Recognize and apply connections of important information and ideas within and among learning disciplines.
- Demonstrate an understanding and practice of the Catholic social teachings.

All **teachers** will:

- Differentiate instruction to meet the increasingly diverse needs present in the student population.
- Utilize a variety of materials, resources, and assessments appropriate to student age, development, and the teaching/learning process.
- Provide varied learning situations such as flexible grouping, cooperative groups, and peer leadership.
- Use appropriate media, instruments, electronic equipment, and networks to support and integrate teaching and learning.
- Address social and media influences on student behaviors.
- Collaborate with colleagues at all levels to ensure the continuum of learning.
- Maintain personal fitness levels; participate in ongoing physical fitness activities and professional development.
- Be skilled and certified in their discipline.
- Access appropriate communication venues to inform parents of the goals, objectives, and outcomes of the school's curricula in general and their child's progress in particular.

All **Administrators** will:

- Monitor and regularly assess the written and taught curriculum.
- Monitor instruction and evaluation through regular classroom observation and the review of lesson plans.
- Provide appropriate professional and instructional resources, including technology, for all teachers.
- Design and monitor appropriate communication venues to inform parents of the goals, objectives, and outcomes of the school's curricula in general and their child's progress in particular.
- Create an environment permeated with the Gospel spirit of love and joy.
- Model and nurture Catholic values and beliefs.

All **Parents/Guardians** will:

- Understand and embrace their role(s) as primary educator.
- Appreciate and model a healthy, active lifestyle.
- Access all opportunities for communication with school personnel appropriately and adequately.
- Partner with school personnel in a spirit of trust and collaboration.
- Be actively involved within the school community and support local school sports and fitness programs.
- Model and nurture Catholic values and beliefs.

The **Office of Catholic Schools** will:

- Provide the vision for curriculum.
- Initiate, develop, and publish curricula in collaboration with experts in the field, administrators, and teachers.
- Offer professional development opportunities and disseminate information regarding other available opportunities and resources for teachers and administrators.
- Encourage regular articulation among educators at all levels.
- Act as liaison with national and state departments of education regarding curricular standards and expectations for student learning.

INTRODUCTION TO THE PHYSICAL EDUCATION CURRICULUM

The Archdiocese of Chicago Physical Education Curriculum provides Catholic schools and teachers with a framework for student learning in physical education from Pre-Kindergarten through grade 12 aligned with the State of Illinois Learning Standards and the National Standards for Physical Education.

The definition of a physically educated person, the outcomes of a quality program of physical education, and the benchmarks of student progress through quality physical education programs establish a base from which to plan sequential, developmental, age-appropriate instruction that leads to the development of a physically educated person.

Research has shown that the school can play an important role in encouraging young people to “get off the couch” and into an active lifestyle. Childhood and adolescence may be pivotal times for preventing sedentary behavior in adulthood. Schools, therefore, should make every effort to require regular physical education in each grade and to promote physical activities that can be enjoyed throughout life. Physical education programs should help students develop a lifelong commitment to their own physical well-being, health, and fitness.

The Physical Education Curriculum provides a framework to help students

- Know about skill and fitness acquisition.
- Understand the barriers that may impede their progress.
- Develop effective strategies to overcome inevitable obstacles.
- Access frequent and developmentally appropriate opportunities to develop their motor skills and fitness capacity.
- Access information and experiences that will enhance their attitudes about and value of physical activity.
- Acquire the self-discipline, cooperative spirit, perseverance, and other attributes necessary to transfer learned fitness skills and attitudes to the rest of life.

National Standards for Physical Education

Benefits to Schools

The Physical Education Curriculum helps schools:

- Provide the physical component of a total education facilitating health maintenance and physical vitality.
- Teach students why and how physical education is valuable to them as persons and as participants in a shared culture.

- Include all National Standards for Physical Education and the Illinois Learning Standards for physical education at each grade level.
- Sequence content and skills in physical education for the National Standards and the Illinois State Learning Goals without undo repetition from grade to grade.
- Prioritize the importance of specific physical education content and skills at each grade level, identifying what is *critical for mastery* at the grade, what is *significant to develop*, and what is *useful to know* if time allows.
- Use sample assessments to help teachers clarify and understand the desired student learning stated in each outcome/standard.
- Spark ideas for making connections with other subject areas, Catholic identity, and core values.
- Support efficient and effective communication between teachers at the same grade level and from grade level to grade level in sequencing and reinforcing learning, in developing student assessments, and in working together to design and use teaching materials.
- Collaborate with other Catholic schools in developing effective assessments and learning activities at each grade level.

Understanding the Framework

The following points of information will help schools understand and use the Physical Education Curriculum:

- The Physical Education Curriculum is organized by grade level (Pre-School through grade 12), and by the Illinois Learning Standards for Physical Education, Goals 19-21. It also references the National Standards for Physical Education.
- The curriculum is available to schools in three formats: 1) printed form, organized by grade level; 2) CD, organized both by grade level and Illinois Learning Standards; and 3) on the Archdiocesan Web site (www.archchicago.org/schools), ready to download either as a Word document or a PDF file, sorted by grade level or Illinois Learning Standards.
- For each goal at each grade level, the curriculum identifies the standards/outcomes for that grade level, aligned with the Illinois Learning Standards.
- The standards/outcomes are sorted by importance into three categories: 1) *critical for mastery* at the grade level; 2) *significant to develop*; and 3) *useful to know*. If there

are no standards/outcomes in one of these categories at a particular grade level, that category will not appear.

- Each standard/outcome has been assigned a unique identifying number for easy reference wherever the standard/outcome appears. The first digit in the standard/outcome ID represents the grade level (P, K, 1, 2, 3 and so on) followed by a period. The second digit represent the Illinois Learning Standard (19-21) followed by a period. The third digit represents the number of the outcome within a particular goal at a particular grade level. For example, standard/outcome 1.19.3 refers to Grade 1, Standard 19, Outcome 3. For example, standard/outcome 6.21.10 refers to Grade 6, Standard 21, Outcome 10.

This reference is included so that schools may demonstrate easily to accreditation/review teams that the Physical Education Curriculum includes all the relevant Illinois Learning Standards at each grade level.

- For each standard/outcome the curriculum provides a sample assessment. There are two types of assessments used: content standards –what students should know and be able to do in the fitness/movement disciplines; and achievement standards – the understanding and levels of achievement students are expected to attain in the competencies of physical education. In many instances, more than one assessment is given for a single standard/outcome.
- Sample assessments reflect a variety of formats in keeping with best practices. For example, as evidence of learning students may be required to use real life problems, to use technology, to work in teams, to write about or explain their thinking, to engage in critical observation/reflection, to perform or demonstrate a particular skill or ability.
- The curriculum suggests possible connections of standards/outcomes with other subject areas, with real life experiences and core values. These connections are by no means complete. They are intended to spark teacher creativity in planning instruction in the physical education that integrates learning from other disciplines and from the students' experiences outside of school - in their families and communities - emphasizing the Gospel values that are at the core of Catholic schools.

Using the Framework

The following guidelines will help teachers use the Physical Education Curriculum when planning instruction at their schools:

- **The Physical Education Curriculum provides the starting point and the ending point for physical education instruction at each grade level.** At a minimum, teachers should provide instruction in such a way that students can demonstrate **solid mastery of all the *critical*** standards/outcomes at the grade level, and can

demonstrate at least a beginning **mastery of all the *significant*** standards/outcomes. The *useful* standards/outcomes will help students prepare for the next year's learning and should be included whenever time permits.

- Teachers can refer to the sample assessment(s) for each standard/outcome to verify what they need to observe students doing to show that they have mastered the standard/outcome. Teachers may choose to use the sample assessments given and/or they may design their own, following the model.
- Teachers can refer to the connections identified to help them plan physical education instruction in ways that integrate physical education with other disciplines and/or with school events, service projects, and student experiences.
- Teachers may plan instruction in physical education by integrating information and activities from multiple sources.

Using Learning-Centered Curriculum Decision-Making: “Backwards Design”

The Physical Education Curriculum supports instructional planning in the “*Backwards Design*” model. In this model, the teacher plans instruction by repeatedly asking and answering three questions, **in this order**:

1. What is the intended learning?

(**Outcome/objective**: What should students know, understand, and be able to do?
This is stated as observable behavior –using an active verb).

2. What will count as evidence that students can do it?

(**Assessment**: What will students do to demonstrate they have acquired and can use the knowledge, skills, and understanding in the outcome)?

3. What will I do to help students be ready to show me the evidence of their

learning? (Strategies: What teaching and learning activities, resources, field trips, etc. will help me teach the knowledge, skill, and understanding in the outcome so that students will be able to give the evidence of learning asked for in the assessment(s) I have designed)?

The Physical Education Curriculum provides the *starting and ending answers* for questions one and two. Teachers develop intermediate mastery objectives and matching assessments as they teach specific knowledge and skills throughout the year. The standards/outcomes will make it much easier for teachers to develop the intermediate objectives; the standards/outcomes then provide a final checkpoint to make sure that teachers have included everything that is important for the grade level.

The sample assessments and connections in the Physical Education Curriculum offer suggestions and cues about useful and appropriate strategies, question three.

Sources used in the development of the Physical Education Curriculum

- **American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)**
- **American Association for Health Education**
- **Illinois Association for Health, Physical Education and recreation (IAHPER)**
- **National Association for Sport and Physical Education: *Moving into the Future: A Guide to Content and Assessment*. 1995**
- **National Association for Sport and Physical Education: *Moving into the Future: A Guide to Content and Assessment* (2nd ed.). 2004**
- **National Association for Sport and Physical Education: *Appropriate Practices for Elementary School Physical Education*. 2000**
- **National Association for Sport and Physical Education: *Appropriate Practices for Middle School Physical Education*. 2001**
- **National Association for Sport and Physical Education: *Appropriate Practices for High School Physical Education*. 2004**
- **National Association for Sport and Physical Education: *Program Improvement and Self-Study Guide for Middle School Physical Education*. 1998**
- **National Association for Sport and Physical Education: *Program Improvement and Self-Study Guide for High School Physical Education*. 1998.**
- ***National Standards for Beginning Physical Education Teachers*. 2003**
- ***Opportunity to Learn Standards for Elementary Physical Education*. 2000**
- ***Opportunity to Learn Standards for Middle School Physical Education*. 2000**
- ***Opportunity to Learn Standards for High School Physical Education*. 2000**
- ***Outcomes of Quality Physical Education Programs*. 1992**
- **State of Illinois Learning Standards**